



**Stronger  
Together**

## **Raising Achievement Assistant (GR3A)**

### **JOB DESCRIPTION**

***Queensbridge School***

*Queensbridge Road, Moseley, Birmingham B13 8QB*

#### **PURPOSE**

The Raising Achievement Assistant will:

1. Work with class teachers to raise the learning and attainment of pupils.
2. Promote pupils' independence, self-esteem and social inclusion.
3. Give support to pupils, individually or in groups, so they can access the curriculum, participate in learning, and experience a sense of achievement and success.
4. Provide 1:1 support to high need pupils.
5. Under the direction of the class teacher, head of department or SENDCO, deliver evidence-based interventions that impact on an identified area of need.

#### **DUTIES AND RESPONSIBILITIES**

1. Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND).
2. Provide 1:1 support to high need pupils, including social time support.
3. Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extra-curricular activities.
4. Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning.
5. Use effective behaviour management strategies consistently in line with the school's policy and procedures.

6. Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.
7. Organise and manage the teaching space and resources to help maintain a stimulating and safe learning environment.
8. Observe pupil performance, informally assess their needs and pass observations on to the class teacher and the SENDCO.
9. Supervise a class if the teacher is temporarily unavailable.
10. Use ICT skills and assistive technology to advance pupils' learning.
11. Be pro-active about becoming familiar with the long-term plans, schemes of work and assessments within your subject/faculty or for the pupils that you will be supporting.
12. Be pro-active about developing your ability to support groups of focus pupils and individual pupils.
13. Attend relevant staff meetings and actively participate in discussions around SEND. Collate materials that are distributed that can support your ongoing professional development around the full range of SEND needs.
14. Engage with our Provision Mapping system and contribute to the regular updating of the QB Learning Profiles. This will enable a better understanding of key strategies and reasonable adjustments to support our pupils with SEND.
15. Engage with the reading age data that is available for every pupil at Queensbridge and become familiar with the 'QB Reading Comprehension Strategies' to support readers at all levels.
16. Be an advocate for our SEND learners and their needs, developing relationships of trust with them and their families.
17. Undertake any other relevant duties given by the class teacher, head of department or SENDCO.
18. Participate in after school clubs and be pro-active in suggesting clubs that you feel suitably skilled to offer to our pupils.
19. Contribute positively to the whole school duty rota as directed by the pastoral team, using this as an opportunity to connect with and support our pupils and build valuable relationships.
20. Where possible, support our pupils as they participate in trips and residential experiences.
21. Contribute positively to the whole school PSHE structure.

## **SAFEGUARDING**

1. The School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.
2. Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
3. Promote the safeguarding of all pupils in school.
4. Utilise the 'My Concern' system for recording safeguarding concerns and logging actions taken.

## **GENERAL**

1. To undertake any other duties as appropriate to the grade of the post as requested by the Headteacher.

2. Communicate effectively with other staff members, pupils, and with parents and carers. Develop effective professional relationships with colleagues.

**Responsible to:**                      **Head of Mathematics**

## PERSON SPECIFICATION

CRITERIA	QUALITIES		MEASURED BY: a) Application Form b) Test/Exercise c) Interview
	ESSENTIAL	DESIRABLE	
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>➤ GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>➤ Degree level of education</li> <li>➤ Level 3 Teaching Assistant qualification</li> </ul>	A
<b>Experience</b>	<ul style="list-style-type: none"> <li>➤ Working in a school environment or other educational setting</li> <li>➤ Working with children or young people</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experience of planning and leading teaching and learning activities</li> </ul>	A
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>➤ Good oral and written communication skills</li> <li>➤ Excellent literacy and numeracy skills</li> <li>➤ Good organisational skills</li> <li>➤ Ability to build effective working relationships with pupils and adults, working collaboratively to raise the achievement of pupils</li> <li>➤ Knowledge of how to help adapt and deliver support to meet individual needs</li> <li>➤ Active listening skills</li> <li>➤ Knowledge of guidance and requirements around safeguarding children</li> <li>➤ Competent use of IT packages including word processing, spreadsheets and school MIS systems</li> <li>➤ Ability to use relevant office equipment effectively</li> <li>➤ Ability to plan, organise and prioritise to meet deadlines</li> <li>➤ Ability to respond quickly and effectively to issues that arise</li> <li>➤ Understanding of roles and responsibilities within the classroom and whole school context</li> </ul>	<ul style="list-style-type: none"> <li>➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>➤ Understanding of effective teaching methods</li> <li>➤ Knowledge of how to successfully lead learning activities for a group or class of children</li> <li>➤ Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</li> <li>➤ Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</li> <li>➤ Knowledge of the SEND Graduated Approach (assess, plan, do, review)</li> </ul>	A, B, C
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>➤ The ability to remain calm in stressful situations and</li> </ul>		A

	<p>demonstrate resilience</p> <ul style="list-style-type: none"> <li>➤ Enjoyment of working with children and young people</li> <li>➤ Ability to use initiative and flexibility in recognition of the fact that schools are busy and dynamic institutions</li> <li>➤ Sensitivity and understanding, to help build good relationships with pupils</li> <li>➤ A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school</li> <li>➤ Commitment to maintaining confidentiality at all times</li> <li>➤ Commitment to safeguarding pupils' wellbeing and equality</li> <li>➤ Positive, forward looking and enthusiastic about making a difference</li> <li>➤ Capacity to inspire, motivate and challenge children and young people</li> <li>➤ Demonstrate suitability to work with children and this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline</li> </ul>		
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