



## Progress Assistant (Teaching Assistant)

Salary / grade range	B3 grade, SCP 7-11 (£25,584- £27,269 FTE or £18,997 - £20,248 actual)
Location	Co-op Academy Priesthorpe, LS28 5SG
Contract	Permanent, 32 hours 5 minutes per week, term time only + 5 days
Reports to	SEND Leader

### Purpose of role:

To work under the guidance of the SEND Leader to implement agreed work programmes/intervention strategies with individuals or groups of students both in and out of the classroom. This may include assisting the teacher in their planning and management/preparation of resources.

### Key accountabilities (and specific duties / responsibilities):

- Work with teachers in planning, evaluating, delivering and adjusting work programmes/intervention strategies as appropriate.
- Work closely with the class teacher to contribute to the maximisation of student progress and the management of student behaviour, maintaining an appropriate working environment, including implementation of the academy's behaviour policies.
- Provide literacy/numeracy support to allow access to the curriculum.
- Monitor and evaluate students' responses to these learning activities through observation and recording achievement against predetermined learning objectives. Provide feedback to teachers and students.
- Be responsible for keeping records and updating systems as required by the teacher and/or SEND Leader.
- Promote positive values, attitudes to learning and good pupil behaviour in line with academy policy.
- Liaise with parents, staff and outside agencies where necessary.
- Establish positive and productive working relationships with students and actively promote the inclusion of all students.
- Be aware of and comply with policies and procedures relating to child protection, H&S, confidentiality and data protection. Report concerns to the appropriate person.
- Attend, and participate in, meetings and training activities as required.
- To undertake other duties and activities within the scope of the post as directed by the line manager. A flexible timetable during the academy day may be required to accommodate student(s) with specific needs.



- Responsibility for a caseload of students; providing support to enhance their learning and social well-being.
- To be performance managed by SEND Leader, or another manager, setting challenging objectives/targets in line with the academy priorities.
- To support liaison with other schools to enable continuity of support and learning when transferring students with additional learning needs.
- To monitor and record progress made by students with SEND towards the achievement of targets set by flight paths
- To support the quality provision, helping the SEND Leader maintain detailed information for meetings with parents.
- Take part in an annual Inclusion Faculty Self Evaluation to identify key focus areas within the Improvement Plan, in line with whole academy priorities.
- To support liaison, through the SEND Leader, with other schools and outside agencies, including Educational Psychologist, Support and Advisory services, to ensure continuity of support and learning when transferring pupils with SEND.
- Support any special examination arrangements required for SEND candidates.
- Support the statutory responsibilities for EHCP's and their Annual Review, supplying information as appropriate.
- Engage in a Continued Professional Development programme for the SEND and Learning Support team.
- Involvement in SEND, Learning Support and whole academy consultation.
- Use systems in place for the effective evaluation of support methods for Progress Assistants.
- Follow Health & Safety and risk assessments procedures.
- Act as key worker for a small group of SEND students, liaising with teaching staff and parents to ensure good communication and effective learning, behaviour, attendance and progress.

## Management (implementation) including Performance Management

- Be accountable for own performance management, setting challenging objectives/targets in line with academy priorities.
- Maintain up-to-date role specific knowledge.

## Monitoring

- To support tracking and monitoring of individual/groups of SEND students and make appropriate interventions to tackle under-achievement.
- To support the process of monitoring outcomes within the Inclusion Improvement Plan.
- Ensure that as part of the SEND and Learning Support team you provide an accurate database of individual student data where appropriate.
- Support setting SEND students individual targets, which are regularly reviewed.
- Actively monitor systems to achieve efficiency and value for money.

## Other

- Responsible for a student coaching group.



- Co-op Academy Priesthorpe expects all employees to uphold the duty to safeguard and promote the welfare of learners.
- Facilitate open and clear lines of communication with all stakeholders.
- Contribute to the academy's development and implementation of policies.
- Support all staff in achieving priorities and targets.
- Ensure parents are well informed about the academy and their child's progress.

## Integrity

- We expect our students, staff, parents and governors to act with integrity at all times. Day to day, this means courteous and positive communications with each other, always being honest with themselves and others, and representing themselves and the Trust at all times in a truly positive way. This forms part of our ethos.

## Working with Staff

The post holder will promote positive and professional working relationships between all staff within the Department and academy. They will also be expected to:

- Support the implementation of the academy's Performance Management policy.
- Follow the academy's quality assurance processes.
- Liaise with appropriate colleagues to ensure that individual needs of students are identified and met.
- Promote an inclusive environment and support the development of strategies to improve attendance.

## Effective Deployment of Staff and Resources

- The post holder will make a significant contribution to the effective deployment and development of resources. They will also be expected to:
  - Take advice on establishing priorities for expenditure and the cost effective use of resources
  - Work within the academy's Quality Assurance framework

## Policies

All colleagues will fully support and champion, Safeguarding, Child Protection, Equality and Diversity and the Prevent agenda at all times, as appropriate.

Colleagues will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.

## Personal attributes required (based on job description):

Attributes	All attributes are essential, unless	How measured, e.g. application
------------	--------------------------------------	--------------------------------



	indicated below as 'desirable'	form (A), interview (I) test (T)
<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Literate and numerate</li> <li>• GCSE in English and Mathematics at grade C or above</li> <li>• Thorough understanding of child protection legislation and trained in child protection issues</li> <li>• Willingness to participate in further training and CPD</li> </ul>	Desirable  Desirable	A, I
<b>Experience</b> <ul style="list-style-type: none"> <li>• Use of relevant ICT software packages</li> <li>• Relevant experience in a school setting</li> <li>• An understanding of the specialist support services available to young people</li> </ul>	Desirable  Desirable	A, I
<b>Skills, Ability, Knowledge</b> <ul style="list-style-type: none"> <li>• Ability to interact positively with students and staff</li> <li>• To have a knowledge of SIMS</li> <li>• To be able to demonstrate proficient ICT skills</li> <li>• To be able to use initiative and have problem solving skills</li> <li>• To be able to monitor and evaluate procedures effectively</li> <li>• Communicate effectively with students, parents and other colleagues</li> <li>• Work under pressure</li> <li>• Take initiative and work independently</li> <li>• Work to high levels of accuracy</li> <li>• Prioritise and plan to ensure completion of tasks</li> <li>• Coaching and counselling skills</li> <li>• Ability to motivate and engage young people to address the difficulties they are experiencing at home/academy that impacts their ability/willingness to learn</li> <li>• To be able to understand and be committed to equal opportunities for all members</li> <li>• The academy expects all employees to uphold the duty to safeguard and promote the welfare of</li> </ul>	Desirable Desirable	A, I



learners		
<b>Personal Qualities</b> <ul style="list-style-type: none"><li>• Is committed, resilient, robust and resourceful</li><li>• A record of reliability and integrity</li><li>• Demonstrates fairness, honesty and integrity in his/her existing practice and conduct as a professional</li><li>• Humour, optimism and ambition</li></ul>		A, I

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check with appropriate childrens and/or adults barred list check if necessary. A person who is included in the childrens or adults barred list commits an offence if they engage in regulated activity from which they are barred.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.