

JOB PROFILE

Job title:	Curriculum Support Assistant – Maths and English Departments
Salary and Grade	Grade 4 – Points 18 to 21 (Pro Rata)
Working hours / weeks:	31.5 hours per week 39 weeks per annum with 35 minutes lunch per day 8.15am – 2.50pm (Mondays and Wednesdays) 8.15am – 3.50pm (Tuesdays) 8.15am – 2.50pm (Thursdays and Fridays)
Core purpose:	Flexible working for the benefit of the student body. To work across the Maths and English departments. To supervise a prepared lesson in the absence of a class teacher, ensuring that in doing so the students' learning and development is continued and maintained. To support students in the two departments. To support the running of internal and external examinations. To undertake administrative work and other work no longer undertaken by Teaching Staff (Remodelling of the workforce)

Corporate responsibilities:

- To ensure that the responsibilities of the role are carried out in a way that reflects the vision and values of the Trust.
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
- To contribute to a culture of continuous improvement
- To comply with all reasonable management requests.

Key responsibilities:

1 BOOSTER GROUPS

- 1.1 Be responsible for the planning/delivery/assessment of the Booster Numeracy and Literacy groups as directed by the SENCO/Leadership team. Delivering whole schemes of work and timetabling all booster groups. Administer and access Nara/Swist/other reading spelling comprehension tests for targeted students. Results compiled into spread sheets.
- 1.2 Be responsible for the planning/delivery/assessment of Numeracy and Literacy sessions as directed by the SENCO. Official and unofficial mentoring of vulnerable students on going throughout all year groups.
- 1.3 To keep records as directed by the SENCO.
- 1.4 Be involved with the transition arrangements as directed by the SENCO in consultation with the KS3 Progress Manager (Transition).

2 COVER

- 2.1 In the absence of a teacher provide supervision of and be solely responsible for a class of students during lesson time. This will be primarily within the Communications Faculty.
- 2.2 Manage the behaviour of students to promote and maintain order and a calm working environment for students, including implementation of the school's behaviour policy.
- 2.3 Report back as appropriate on the behaviour of students during lesson, and any issues

arising, using the schools agreed referral procedures.

- 2.4 Establish productive working relationships with students, acting as a role model and setting high expectations.
- 2.5 Promote the inclusion and acceptance of all students within the classroom and school.
- 2.6 Ensure the health, safety and welfare of students is maintained at all times.
- 2.7 Establish constructive relationships and communicate with other relevant professionals, in liaison with the teacher, to support students' learning and progress.
- 2.8 Liaise with teachers and other relevant professionals regarding the work set for a class.
- 2.9 Communicate the work set by the class teacher to the students and ensure that students are aware of the teacher's expectations during the course of the lesson with regard to task completion.
- 2.10 Motivate students to complete tasks set by the class teacher and encourage students to interact and work co-operatively with others to ensure all students are engaged on the set task.
- 2.11 Respond to any questions from students about process and procedures.
- 2.12 Deal with any immediate problems or emergencies in accordance with the school's policies and procedures.
- 2.13 Provide comfort and immediate care in case of minor incidents, and report serious incidents to the appropriate person for action, in accordance with the school's guidance, policies and procedures.
- 2.14 Collect any completed work after the lesson and return it to the class teacher as appropriate.
- 2.15 Cover form tutors during registration period as directed by KS Progress Managers and/or Pastoral Managers.

3 OTHER ROLES

- 3.1 To support with the running of external and internal examination work.
- 3.2 To undertake clerical roles in line with the remodelling of the teaching profession. Undertake any administrative duties relevant and appropriate to this post.
- 3.3 To undertake a Learning Support Assistant role primarily within the School where directed.
- 3.4 To attend all relevant curriculum and INSET meetings as required. Participate in appropriate school-based meetings and training activities.
- 3.5 Support the School's reward system by participating in trips, visits etc. Accompany teaching staff and students on educational visits.
- 3.6 Contribute to the overall ethos, aims and work of the school.
- 3.7 Be aware of, uphold, and contribute towards the development of the school's policies and procedures.
- 3.8 Participate in the duty rota (two days a week) as directed by the Duty Team Leader.
- 3.9 To be a role model for students including one's own dress, language, time keeping and

personal demeanour that supports rather than contradicts the schools rules and policies re: school uniform, body piercing et al.

- 3.10 Undertake any other duties, which may reasonably be regarded as within the nature of the duties, responsibilities and grade of this post. Any changes of a permanent nature will be incorporated into the job description in specific terms, following consultation with the post holder.

Notes:

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.

This document does not form part of the contract of employment.

This post will have contact with children and as such a satisfactory disclosure from the Disclosure and Barring Service (DBS) is required as a condition of employment.

Core Values:

Respect for individuals:	We work together to create a culture based on trust, respect and dignity.
Integrity:	We are open, honest and direct in our dealings.
Collaboration:	We know that there is strength in working together, communicating, sharing ideas and best practice and finding more efficient and effective ways to deliver our objectives.
Continual improvement:	We are a learning organisation that strives always to 'make our best better'.
Accountability:	We hold ourselves accountable and take ownership.

PERSON SPECIFICATION

Role: Curriculum Support Assistant – Maths and English Departments		E/D	A	I
Qualifications and Training				
1	Vocational training or significant practical experience acquired through a combination of training and considerable on-the-job experience, demonstrating development through a series of progressively more demanding and relevant work roles.	D	✓	
2	Level 2 qualification in English and Maths as minimum	E	✓	
Experience				
3	Supervisory experience.	E	✓	✓
4	Supervision of students in a classroom situation.	D	✓	
Knowledge and understanding				
5	School procedures, policies and working practices.	D	✓	
6	Knowledge and use of school software.	D	✓	
Skills and abilities				
7	Ability to work effectively under pressure.	E	✓	✓
8	Ability to build excellent relationships with students & colleagues.	E	✓	
9	Excellent verbal communication skills both in person and over the telephone.	E		✓
10	Equally able to work independently or as part of a team	E	✓	✓
11	Ability to follow instructions, working unsupervised and showing initiative.	E	✓	✓
12	Ability to effectively motivate students and to develop their skills.	E	✓	✓
13	Ability to work flexibly across different schools, teams and functions.	E	✓	✓
14	Proven initiative and judgement to research and resolve problems independently or through a support team where appropriate.	E	✓	✓
15	Ability to deal with people confidently, sensitively and diplomatically.	E		✓
16	Adherence to a professional code of conduct.	E		✓
Personal attributes				
17	A positive “can do” approach to all tasks requested and undertaken.	E		✓
18	Vision and personal drive for the future of the MAT and own continuous professional development.	E		✓
19	Willing to travel to other sites within the MAT as required and work flexibly according to the needs of the organisation.	E	✓	✓
20	Ability to remain calm and in control in stressful situations	E		✓
Other				
21	A commitment to uphold and promote equality of opportunity.	E		✓
22	Demonstrates an understanding of Safeguarding issues relevant to the post.	E		✓
23	Use of a vehicle or access to appropriate transport for work purposes so that the post holder is able to work at any school within the MAT.	E	✓	

KEY: ✓

E	Essential
D	Desirable
A	Assessed by Application Form
I	Assessed by Interview

Date: September 2018