

The Macclesfield Academy: Student Support Staff Job Description

Purpose of the post

To support the achievement of our vision by working to support the delivery of an innovative curriculum which meets learner needs and enables them to achieve outstanding success. (Student support incorporates the following roles: Teaching Assistants, Pastoral Coordinators, ASPIRE Coordinators, Family Support Coordinators).

The Academy Vision

The Macclesfield Academy opens in September 2011. Its statement of Vision, Values and Ethos sets out the following values:

- always putting students’ interests first because their learning and well-being is our first priority,
- promoting and achieving excellence,
- actively promoting equality and diversity,
- maintaining high standards of ethics and behaviour,
- encouraging innovation and development in staff and students,
- acknowledging and using the power of positive thought, and
- working in partnership: promoting effective teamwork and collaborating with partner primary schools.

Curriculum Support Staff Responsibilities

Every single member of staff at the Academy is employed to translate this vision into effective action. For student support staff, this means their prime responsibilities are as follows:

<p><i>acknowledging and using the power of positive thought</i></p>	<ul style="list-style-type: none"> • to maintain a positive focus on what can be achieved by staff and by students • to promote a growth mind-set in all of our students so that they are challenged and supported to develop ambition, resilience and independence • to communicate these positive aspirations to students and their parents
<p><i>always putting students’ interests first because their learning and well-being is our first priority</i></p>	<ul style="list-style-type: none"> • to play a key role in removing barriers to student learning by exercising a specialist role in relation to: learning support, inclusion support or family support • to keep accurate records of work to remove these barriers in accordance with Academy procedures • to meet with parents and carers to discuss all aspects of student progress and well-being • to support all aspects of students’ personal care where specified in EHCPs or other plans

	<ul style="list-style-type: none"> to be aware of all Academy safeguarding policies and procedures reporting any concerns about student welfare to designated child protection staff
<i>promoting and achieving excellence</i>	<ul style="list-style-type: none"> to provide the best possible level of support to students in and out of the classroom, according to timetable arrangements set by your line manager, in order to remove barriers to learning and empower them to achieve excellent outcomes and gain progressively more independence
<i>actively promoting equality and diversity</i>	<ul style="list-style-type: none"> to ensure that materials used for learning and display promote diversity to treat all students fairly irrespective of their gender, background or ability in particular, to promote the attendance, achievement and well-being of less able students and those with SEND
<i>maintaining high standards of ethics and behaviour</i>	<ul style="list-style-type: none"> to model assertive, respectful and ethical behaviour to apply whole Academy behaviour management procedures consistently, effectively and fairly, reporting any concerns promptly to teaching staff to provide additional support to those students who require reasonable adjustments to whole Academy behaviour management procedures
<i>encouraging innovation and development in staff and students</i>	<ul style="list-style-type: none"> to embrace change in all aspects of working practices in particular, to keep up to date with developing technologies for learning to undertake training and study to keep pace with research and best practice elsewhere to engage in the Academy's Performance Management process, setting yourself challenging targets which will stimulate innovation and development
<i>working in partnership: promoting effective teamwork and collaborating with partner primary schools</i>	<ul style="list-style-type: none"> to work effectively in partnership with other student support colleagues within the Academy, developing provision which is coherent, effective and affordable to work flexibly and effectively in partnership with other agencies including as part of the CAF/TAC process and in SEND reviews to work with colleagues in partner primary schools to ensure the best possible transition for students, particularly those with SEND or other barriers to learning

General

- To undertake any other duties as may reasonably be expected by the Headteacher commensurate with grade