



Create Partnership Trust
Creating Futures

JOB DESCRIPTION

March 2019

Pupil Support Assistant (PSA) Grade 3

Job purpose

1. To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.
2. To support the school in the delivery of social and recreational activities in learning beyond the classroom.
3. To support the needs of pupils in overcoming barriers to learning over the lunchtime period, including behaviour, active play, social-interaction, teamwork and co-operation.
4. To follow and actively promote the Trust's and the school's values, policies and procedures including those for safeguarding, health and safety and care of pupils.

Duties and responsibilities

Teaching and learning

1. Assist with the preparation, organisation and delivery of activities across the curriculum for pupils within or outside the classroom, including during educational visits, supporting various aspects of teaching and learning and contributing directly to the raising of standards.
2. Work with named pupils without direct supervision.
3. Assist with the assessment (including routine marking), monitoring and display of work, materials and equipment.
4. Respond to pupils' individual needs whether academic, personal, social or emotional.
5. Give specific support to pupils with SEND, liaising with the class teacher and SENDCO and contributing to reports and reviews.
6. Support pupils with EAL generally or individually, by giving them opportunities to develop skills in English through day-to-day activities and to use their home or community language as appropriate.
7. Deliver specific interventions and assess pupils, keep appropriate records, monitor progress and report to class teachers and other relevant staff
8. Through guidance from teachers, have familiarity with the appropriate curriculum and the school's schemes of work and planning.
9. Take part in training opportunities for professional development.
10. Provide activities and support pupils with additional needs within and outside the classroom, taking a child-centred approach.
11. Work with a specific group of pupils within the appraisal system and promote their progress in learning.
12. Maintain a consistent and positive approach to managing pupils' behaviour in line with school policy.
13. Provide personal care to pupils where appropriate, respecting the dignity and privacy of the individual at all times and following school guidelines.
14. Ensure the safety and well-being of pupils – pro-actively managing safeguarding principles and practices.
15. Maintain a safe, creative and stimulating environment for all pupils' social, leisure, physical and recreational activities.
16. Ensure that all pupils are managed effectively indoors and outdoors over the lunchtime period so that it runs smoothly.

17. Supervise and care for any pupil who has an accident or becomes ill during the lunchtime period following school's first aid procedures.
18. Report pupil accidents, illnesses or poor behaviour to the class teacher and/or senior leaders as appropriate.
19. Be involved in pupils' play, encouraging their involvement and helping them to build positive relationships.

Organisation, communication and planning

20. Ensure familiarity with the class teacher's plans for each lesson and preferably for the week ahead, taking opportunities to contribute personally to short-term and medium-term planning.
21. Take a full and active part in the life of the school including participation in staff meetings and briefings that occur during normal working hours.
22. Take personal responsibility for keeping in touch with decision-making in school, through close links with teaching staff.
23. Foster close links between home and school as part of day-to-day communication with parents.
24. Be prepared to attend staff training days on a pro-rata basis.
25. Ensure health and safety guidelines are followed, reporting concerns to the site manager and/or senior staff as appropriate.

Support and further responsibility

26. Support students on work experience or teaching assistant placements in the classroom as required and have opportunities to act as mentor.
27. Take responsibility for an area of display as directed, liaising with staff in the department and with training and time provided as necessary.
28. Take responsibility for a particular zone in the department as directed, ensuring that it is kept tidy and safe and with training and time provided as necessary.
29. Provide first aid support and advice according to personal level of training.
30. Provide short-term cover, working alongside other support staff.
31. Undertake such duties at the discretion of the Headteacher as may reasonably be required by the changing needs of the school.
32. Demonstrate a contribution to the work of the MAT through partnership working as appropriate and as opportunities arise.

Working time

- Specific working hours identified as part of the employment contract.
- Expected to be present long enough before and after each session to ensure communication, preparation and completion of work.
- Required to work 190 pupil days and training days as directed by the School/Trust each year (pro rata for part-time staff).

Line management

- Left to work within established guidelines with day-to-day work managed by class teachers and leaders, taking a partnership approach.
- Decisions about allocation and placements to be taken by leaders, taking account of the individual needs of pupils.
- Take part in appraisals as an appraisee, articulating own performance at mid-year/end of year reviews.

HEALTH AND SAFETY STATEMENT

In accordance with Create Partnership Trust's Health and Safety Policy, we are committed to ensuring the health, safety and wellbeing of all our staff.

Create Partnership Trust considers our employees have a major part to play in the success of this policy by adhering to safety rules and codes of practice set in place to protect all members of staff at work.

We provide information, instruction, supervision and training for our employees, ensuring they are competent to carry out their work safely.

DISCLOSURE AND BARRING

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the [DBS filtering guide](#).

SAFEGUARDING

Create Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

EQUAL OPPORTUNITIES

Create Partnership Trust is committed to equal opportunities in employment and positively welcomes applications irrespective of gender, race, disability, colour, ethnic or national origin, nationality, sexuality, marital status, responsibility for dependents, religion, trade union activity and age.

RIGHT TO WORK

Under Section 8 of the Asylum and Immigration Act of 1996, it is a criminal offence to employ a person aged 16 or over who is subject to immigration control. It is therefore necessary for Create Partnership Trust to establish the entitlement to work in the UK for all applicants.

Responsible to

Headteacher and delegated line manager



PERSON SPECIFICATION

Job Title: Pupil Support Assistant (PSA))

Grade: GR3

| CRITERIA | ESSENTIAL | M.O.A. |
|---|---|--------------|
| EXPERIENCE (Relevant work and other experience) | Experience of supporting children in a classroom environment, including those with special educational needs | AF/I |
| | Experience of using Information Technology to support pupils in the classroom | AF/I |
| SKILLS AND ABILITIES (Eg Written communication skills, dealing with the public) | A good standard of education particularly in English and Mathematics | AF/I |
| | Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment | AF/I |
| | Knowledge of SEN Code of Practice | AF/I |
| | Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils | AF/I |
| | Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher | AF/I |
| | Ability to consistently and effectively implement agreed behaviour management strategies | AF/I |
| | Ability to use language and other communication skills that pupils can understand and relate to | AF/I |
| | Ability to establish positive relationships with pupils and empathise with their needs | AF/I |
| | Ability to demonstrate active listening skills Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task | AF/I AF/I |
| | Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes | AF/I |
| | Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills | AF/I |
| | Ability to assist in the recording of lessons and assessment as required by the teacher | AF/I |
| | Ability to offer constructive feedback to pupils to reinforce self-esteem | AF/I |
| Ability to work effectively and supportively as a member of the school team | AF/I | |

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| | Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities | AF/I |
| | | AF/I |
| TRAINING | Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge | AF/I |
| EDUCATION/ QUALIFICATIONS NB Full regard must be paid to overseas qualifications | NVQ Level 3 for Teaching Assistants or equivalent | AF/I |
| OTHER | Willingness to maintain confidentiality on all school matters | AF/I |

Method of

Assessment (M.O.A.)

A.F. = Application Form; I = Interview; T = Test or Exercise;
P = Presentation