



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

JOB DESCRIPTION

Attainment Manager

Location: Cannock Chase High School, Hednesford Road, Cannock WS11 1JT

Line Manager: Assistant SENDCo

Job Grade: LG Grade 4

Hours of Work: Term Time (39.2 weeks)

Statement of Purpose

Provide specific support to students with SEN across Key Stage 3-5 in the classroom and SEN base either on a 1:1 basis or in small groups. Provide invigilation to students who have access arrangements during assessments and examinations. Modify work for visually impaired students as required (training will be given). Report to line manager and undergo training and CPD as necessary to the role.

Main Duties and Responsibilities

Support to Students

- Provide academic and pastoral support to students within the school environment.
- Implement structured provision in accordance with individual support plans under the direction of teaching staff whilst administering in-class support.
- Provide intervention and share the lead on lunch club and homework club.
- To contribute to raising standards by ensuring high expectations are promoted for students.
- Involvement in the implementation of Individual Support Plans.
- Provide general support to students, ensuring their safety, by complying with good health and safety and safeguarding practice.
- Support and counsel students, to encourage students to talk and report any issues that they have.
- Report any issues raised by students during confidential discussions promptly in accordance with the safeguarding policy.
- Accompany teaching staff and students on visits, trips and out of school activities as required.¹
- Encourage students to interact with others and engage in activities led by the teacher.
- Support students through examinations.
- Assist with transition from Key Stage 2 to Key Stage 3.
- Communication with parents as necessary.
- Act as qualified First Aider and member of the school first aid team, administering first aid to students, staff and visitors for minor injuries and sickness and to care for distressed children.

Support to Teacher

- Provide differentiated structured support in accordance with specific work programmes designed and supervised by individual teachers.
- Assist in maintaining classroom discipline through the implementation of the school's behaviour management strategies.
- Provide support to students to achieve learning goals.

¹ Every effort should be made to ensure support is within contractual hours

- Supervise students for a particular curriculum activity under the supervision and guidance of a qualified teacher.
- Assist in monitoring students' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers and line manager on students' achievement, progress or problems when relevant.
- Provide general admin support within SEN.
- Assist with the management of students excluded from the classroom; discuss and identify issues for the student; identify a way forward.

Support to Curriculum

- To provide support in literacy/numeracy/SEN strategies.
- Support students to understand instruction in relation to curriculum subjects.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Contribute to development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation and dissemination of appropriate materials.

General Services

Support to School

- To provide occasional out of hours support for parents' evenings and other key events.
- To participate in the marketing of the school which includes, but is not restricted to, assisting at open events.
- Assist the Leadership Team in the event of an evacuation or drill.

Whole School Responsibilities

- Promote and safeguard the welfare of children and young people you are responsible for and/or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to values and ethos of the school.
- Appreciate and support the role of other professionals valuing differences of opinion and approach.
- To establish constructive relationships and communicate with other agencies/professionals in a positive manner.
- Attend and make positive contributions in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- To assist with students' needs as appropriate, during the school day.
- Any other duties which are required and commensurate with the post.

Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not have been identified. All staff will be expected to accept reasonable flexibility in working arrangements and comply with any reasonable request from their line manager, undertaking work or tasks of a similar level that is not specified in this job description.



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PERSON SPECIFICATION

Attainment Manager

Factors	Essential or desirable	Measured by
Experience		
• Supporting children’s learning in a school.	Essential	AF/ I
Qualifications/Training		
• Good numeracy/literacy skills.	Essential	AF/I/ Certificates
• Completion of DfES Teacher Assistant Induction Programme.	Desirable	
• NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience).	Desirable	
• First aid training as appropriate (e.g. emergency first aid course) or willingness to undertake.	Desirable	
Knowledge and Skills		
• Understanding of relevant policies/codes of practice.	Desirable	AF/ I
• Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years.	Desirable	
• Use of other equipment technology – video, photocopier.	Desirable	
• Well-developed interpersonal skills to be able to relate well to a wide range of people.	Desirable	
• Work constructively as part of a team whilst being able to demonstrate initiative.	Desirable	
• Good communication skills.	Desirable	
• Effective use of ICT to support learning.	Desirable	
• Willing to work towards NVQ Level 3 or recognised equivalent.	Desirable	
Personal Qualities		
• Customer focused.	Essential	AF/ I
• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.	Essential	
• Open, honest and an active listener.	Essential	
• Takes responsibility and accountability.	Essential	
• Committed to the needs of the students, parents and other stakeholders and challenge barriers and blocks to providing an effective service.	Essential	
• Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.	Essential	
• Is committed to the provision and improvement of quality service provision.	Essential	
• Is adaptable to change/embraces and welcomes change.	Essential	
• Acts with pace and urgency being energetic, enthusiastic and decisive.	Essential	
• Communicates effectively.	Essential	
• Has the ability to learn from experiences and challenges.	Essential	
• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	Essential	