Achievement Support Assistant

We are Humber Education Trust.

Application Pack

We are Humber Education Trust.

Our vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we drive these aims further and faster for the benefit of our pupils and our communities.

We are delighted to be recognised as one of the top performing Multi-Academy Trusts in the country*.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools). We have a strong moral purpose and a determination to provide the best education possible for the children in our care.

- We always put the needs of children first
- We celebrate what joins us and also what makes our schools unique
- We embrace links with other education providers as we seek the best outcomes for children
- We have high aspirations for everyone in the school community
- We personalise the support offered to pupils, staff members and schools alike
- We believe in system leadership
- We are passionate educators of everyone in the school community
- We welcome challenge as this promotes positive change
- We are determined to achieve the best outcomes for every individual
- We are relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.

*(based on KS2 outcomes and Trusts with more than 10 schools)

Rachel Wilkes OBE
Chief Executive Officer

Achievement Support Assistant

CHRISTOPHER PICKERING PRIMARY SCHOOL
ACHIEVEMENT SUPPORT ASSISTANT

Grade & Scale point:	4, SCP 5-7
Salary:	£26,016 - £27,274 FTE, £17,694 - £18,550 Actual, £13.70-£14.14/hr
Hours of work:	30 hours per week, Monday – Friday
Contract:	Fixed term until 31 August 2027, Term time only (190 days)
Start date:	ASAP Following pre-employment checks

Christopher Pickering Primary School is seeking a highly committed and enthusiastic Achievement Support Assistant to join our friendly and supportive team.

We are proud of our strong team ethos, inclusive values, and exciting, immersive curriculum that inspires children to achieve their full potential. As a larger than average primary school, we benefit from a bespoke, purpose-built learning environment, shared with valued partners including Ganton Primary School, iPaSS, and Teeny Tots Nursery. Together, we provide a unique, collaborative approach to education that places children and families at the heart of everything we do.

The successful candidate will become part of a dedicated team committed to delivering high-quality learning experiences and supporting every child to thrive academically, socially, and emotionally. This is an excellent opportunity to make a meaningful difference in the lives of our children while working within a caring and inclusive school community.

JOB REQUIREMENTS:

- Contribute to planning and evaluation of learning and assists in the recording of pupils' progress
- Support individual and small groups of children in the curriculum, to accelerate their learning
- Support the emotional, behavioural and pastoral needs of all pupils, including children with additional needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education / Behaviour Plans and Personal Care programmes
- Encourages pupils to develop as independent learners with a thirst for learning

THE SUCCESSFUL CANDIDATE WILL HAVE:

- Understanding of National Curriculum, EYFS Guidance and other codes of practice e.g. SEN, Equalities, Safeguarding
- Effective use of ICT to support teaching and learning
- Ability to interact well using courtesy, tact and diplomacy and negotiation skills
- Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.

If you believe in the children in Hull, are passionate about our community and truly want to make a difference then we would love to hear from you.

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Where everybody counts, every moment matters.

Achievement Support Assistant

AS A MEMBER OF HUMBER EDUCATION TRUST, WE OFFER:

- Commitment to securing the very best provision and outcomes for all children.
- A Trust with expertise in every area of the curriculum, both in primary and special settings, through our Teaching & Learning Ambassadors and peer networks.
- Outstanding individually tailored continual professional development for staff at all levels.
- Staff who feel valued and supported in their roles.
- A caring and safe environment where we recognise the diverse needs of our community, ensuring our young people from all backgrounds thrive.
- Ethical working with mutual respect and collaboration.

HOW TO APPLY:
Please visit our Eteach careers page to apply for this vacancy. All candidates are advised to refer to the job description and person specification before making an application.

Early application is encouraged. We will review applications throughout the advertising period and therefore reserve the right to close the advert early should sufficient applications be received.

Closing date for completed applications: 8am, Friday 30 October 2026
Interview date: TBC

Visits to the school are encouraged, please ring to make an appointment.

If you have any queries regarding the role or application process, please contact Christopher Pickering Primary School on Tel: 01482 352245

As part of Humber Education Trust's recruitment processes, in accordance with statutory Keeping Children Safe in Education guidance, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

CONDITIONAL OFFER:
Any offer of employment to this post will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of qualifications, satisfactory references and eligibility to work in the UK checks. Shortlisted candidates will be subject to an online search and required to complete a self-declaration of their criminal record.

SAFEGUARDING STATEMENT:
Humber Education Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Achievement Support Assistant

SCHOOL:	Christiopher Pickering Primary	**GRADE:** 4	
JOB TITLE:	Achievement Support Assistant (Generic, SEN, EAL, EYFS, 1:1)	**DATE PREPARED:** June 2018	
EVALUATION DATE:	19th June 2018	**JE NUMBER:** HET 28	

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust.

PURPOSE:

To work under the instructions and guidance of teaching staff within and outside the classroom to:

- Provide effective support as required
- Support the academic, social, emotional and development of individuals and groups of pupils understanding clearly how pupils learn
- Provide effective support to maximise the attainment and accelerate the progress of individuals and groups of pupils

PRINCIPAL ACCOUNTABILITIES:	
Support for pupils	
1	Be proactive in the promotion of the welfare, health and safety of children and young people, including assisting in the maintenance of a safe environment for pupils and staff
2	Supports teaching staff with routine administration
3	Supervises and provides particular support for individuals and groups of pupils, including e.g. those with SEN, disabilities, personal needs, EAL ensuring their safety and access to learning activities
4	Assists with the development and implementation of Individual Education/Behaviour Plans and Personal Care/Health programmes
5	Supports children's growth and intellectual development
6	Establishes constructive relationships with pupils and interacts with them according to individual needs
7	Promotes the inclusion, engagement and participation of all pupils
8	Supports pupils in their learning and development eg through the acquisition of cognitive and learning skills by speaking clearly and eloquently
9	Sets challenging and demanding expectations and promotes self-esteem and independence
10	Provides feedback to pupils in relation to progress towards academic, social, behavioural and learning to learn skills
11	Provides support via coaching and mentoring and modelling an enthusiasm for improving personal performance

12	Liaises closely with appropriate staff in relation to safeguarding, behaviour and wellbeing issues
Support for Teachers	
13	Creates and maintains a purposeful, orderly and supportive environment
14	Develops displays within and outside the classroom
15	Assists with the planning of learning activities
16	Assists in the monitoring and marking of pupils' responses to learning activities, makes use of the school's tracking data and completes accurate records
17	Provides detailed and regular feedback to teachers on pupils' attainment, progress, behaviour and attitudes to learning
18	Contributes to planning and evaluation of learning and assists in the recording of pupils' progress
19	Encourages pupils to develop as independent learners with a thirst for learning
20	Promotes good pupil behaviour, dealing promptly with conflict and incidents in line with School procedures and encourage pupils to take responsibility for their own behaviour
Support for the curriculum	
21	Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
22	Under the direction of senior staff delivers bespoke intervention and enrichment programmes e.g. literacy, numeracy, Guided Reading, phonics, spelling, Language Development, Early Years, social skills recording achievement and progress and feeding back to the teacher.
23	Supports the use of ICT in learning activities and develop pupils' competence and independence in its use.
24	Prepares, maintains and uses equipment/resources required to meet the lesson plans/relevant learning activity and assists pupils in their use.
Support for the school	
25	Demonstrates awareness of and complies with all school policies and procedures, including those relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
26	Demonstrates awareness of the diverse needs of pupils to ensure equal access to opportunities to learn and develop.
27	Supports and challenges high levels of attendance and punctuality
28	Attends training events and / or planning meetings including the participation in performance development as required
29	Contributes to the overall ethos/work/aims of the school.
30	Appreciates and supports the role of other professionals.
31	Undertakes the supervision of pupils out of lesson times, including before and after school, at lunch times and at break times
32	Leads out of school learning activities
33	Accompanies teaching staff and pupils on visits and out of school activities as required and takes responsibility for a group under the supervision of the teacher.

34	Participates in discussions with parents/carers under the general direction of a teacher.
35	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Schools, as your employer and you as an employee. In addition to the Schools overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the Schools Health and Safety policy.

GENERAL: The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the academy and before and after the school day.

DIMENSIONS:

1. Responsibility for Staff:
None.

2. Responsibility for Stakeholders/Clients:
Under the direction of the teacher, responsibility for an identified group of pupils.

3. Responsibility for Budgets:
None.

4. Responsibility for Physical Resources:
Safe use, moving and storage of all equipment used in the course of the role.

WORKING RELATIONSHIPS:

1. Within Service Area/Section:
Responsible for pupils in their daily care, colleagues within the school, parents and governors

2. With Any Other Areas
Educational support staff and educational support services
Other schools within HET and educational establishments

3. With External Bodies to the Academy
Responsible for engaging in training
Public Services
Community Representatives
Local Authority

Achievement Support Assistant

ORGANISATION CHART:
Headteacher Deputy Headteacher/Head of School Phase Leader Class Teachers Achievement Support Assistants

	Not applicable	Low	Moderate	High	Very High	Intense	Supporting Information (if applicable)
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		✓					
WORKING CONDITIONS: Working Conditions **–** (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		✓					
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			✓				Occasional rudeness and confrontational behaviour from pupils and very rarely, parents

Achievement Support Assistant

PERSON SPECIFICATION				
The information listed as essential is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. **Codes: AF= Application Form, I = Interview, EOI = Expression of Interest Form, CQ = Certificate of Qualification, R = References, T = Test/Assessment, P = Presentation*		**Essential**	**Desirable**	**How identified**
1.	**Qualifications:**			
	GCSE English and maths Grade A-C (or equivalent – e.g. Certificate in Adult Literacy / Numeracy Level 2)		✓	AF
	NVQ Teaching Assistant Qualification		✓	AF
	Safeguarding Level 1		✓	AF
	First Aid / Paediatric First Aid		✓	AF
	Bespoke training relevant to role, including First Aid, Speech and Language, TOTT		✓	AF
2.	**Relevant Experience:**			
	Experience of working with or caring for children, young people and/or vulnerable adults	✓		AF
	Assisting teachers in accurately assessing the performance of pupils and providing appropriate feedback to the teacher		✓	R/I
	Experience of assisting in the maintenance of pupils' records		✓	R/I
	Involvement in teaching of phonics or interventions in whole class and small group activities		✓	AF
	Effective use of ICT	✓		R/I
	Led out of school learning / activities		✓	AF
	Delivered intervention with positive measurable impact	✓		R/I
3.	**Skills (including thinking challenge/mental demands):**			
	Ability to be flexible to adapt to changing workload demands and new school challenges	✓		R/I
	Motivation to work with children and young people.	✓		R/I
	Competent ICT skills	✓		R/I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	✓		R/I
4.	**Knowledge:**			
	Understanding of child development and how children learn	✓		R/I
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	✓		R/I
	Understanding of National Curriculum, EYFS Guidance and other codes of practice eg SEN, Equalities	✓		R/I

PERSON SPECIFICATION

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	Sound knowledge of phonics and guided reading within school in order to raise attainment in reading		✓	R/I
	Working knowledge of ICT including use of IPads, Microsoft Office and email	✓		R/I
	Knowledge of Health and Safety requirements	✓		I
5.	**Interpersonal/Communication Skills:**			
	Verbal Skills			
	Relates well to children by recognising age / stage of development and individual needs	✓		R/I
	Ability to interact well using courtesy, tact and diplomacy and negotiation skills	✓		R/I
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	✓		R/I
	Speaks clearly and accurately using grammatically correct spoken English	✓		R/I
	Ability to work constructively and proactively as part of a team, understands classroom roles and working within this position as part of a team	✓		R/I
	Effective communication skills to model good practice for pupils and stakeholders	✓		R/I
	Written Skills			
	Highly competent written skills, including spelling and grammar, including use of ICT	✓		AF

The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.

6.	**Additional Requirements:**			
	Maintains high levels of confidentiality at all times	✓		R/I
	Makes a commitment to the wider life of the school	✓		R/I
	Ability to present a smart professional image in line with the Dress Code of the School	✓		R/I
	Engage in additional training and development including being proactive in identifying own development needs	✓		AF
	Self-motivation and personal drive to complete tasks to the required time scales and quality standards	✓		AF

Achievement Support Assistant

PERSON SPECIFICATION				
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7.	Strives for excellence and ways to improve their own performance and the performance of the school	✓		AF
	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the academy obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service.	✓		DBS Disclosure

I have read and accept the role of Achievement Support Assistant.

Name: Signed: Date:

Visions and Values

We are Humber Education Trust.

Our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. This is inclusion in its truest sense. We recognise that as every child needs different things to achieve the same end point, their full potential, so too do the schools that nurture and develop those children.

One size does not fit all.

Our commitment stretches across the breadth of our community with children firmly at the heart of all that we do. We are outward looking, embracing links with other education providers and agencies as we all seek the best outcomes for children.

We believe in innovative staff development opportunities at all levels, so that our teams enable our pupils and families to shine. We are passionate educators, both of ourselves and of others, prioritising resources to have the greatest impact, every minute of every day, on the children we serve.

We welcome challenge as this promotes positive change. Our determination to achieve the best outcomes for every individual means that we are relentless in our pursuit of excellence. Only our best is good enough.

This is us. Humber Education Trust.

HumberEducationTrust

Where everybody counts, every moment matters.

Join Our Team

We value our employees

The following **benefits** are available to employees within our academies:

Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay
- Generous Leave of Absence Policy

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 support
- Confidential GP, nurse and counselling service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platforms
- Discounted Gym Membership
- Discounted hotels via Hilton, Hampton by Hilton and Marriott Hotels

Professional Development

- Continuous Professional Development for all staff including mentoring and professional coaching
- Access to further qualifications, leadership courses, apprenticeships
- Supportive, diverse staff team, committed to collaboration and improvement, who will work with you to achieve your goals and make a difference to children and young people

The opportunity to make a real difference to the lives of our students

HumberEducationTrust

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Where everybody counts, every moment matters.