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## JOB DESCRIPTION

**Post Title:** Specialist Complex Needs Teaching Assistant (ASD TA)

**Main purpose of job:**

Responsible under the guidance of senior staff to provide specialist support in ASD including preparation and maintenance of resources and support to staff and pupils.

To support and be responsible for a complex needs child.

To enable pupils to progress and achieve by ensuring access to the curriculum across all Key Stages.

To assist the teacher in the management of individuals, groups of pupils and the learning environment across all Key Stages.

To keep abreast of and share up-to-date theoretical knowledge and application to ensure pupils specific medical needs are met

To lead on particular welfare/personal/medical/sensory/therapeutic support for pupils and ensure their safety

Under the guidance of the pastoral teacher, support pupils’ learning off-site as required e.g. hospital and home.

**Main Activities and Responsibilities**

### Support for Pupils

* Use a range of skills, training and experience to support pupils.
* Establish professional and productive working relationships with pupils, acting as a good role model.
* Promote the inclusion and acceptance of all pupils within the classroom.
* Attend to pupils’ personal needs and provide advice to assist in their social, emotional and behavioural development, health & hygiene, including Sensory integration Programmes, personal care/toileting and performing medical procedures following training.
* Be aware of and contribute to individual learning support plans, behaviour plans, monitoring systems, individualized strategies used with a pupil etc.
* After training, be able to apply different teaching approaches used with different groups or individuals.
* Use effective and appropriate language and communication skills and experience to support pupils in the classroom, promoting pupils’ communication skills in everyday situations.
* After training, support specific communication needs, such as specific communication programmes/strategies, the use of alternative and augmentative communication (AAC), technical communication aids etc.
* Challenge and motivate pupils in an atmosphere in which they gain self-confidence, enjoyment, independence and motivation to learn.
* Provide feedback to pupils in relation to progress, achievement, behaviour, attendance, etc.
* Support pupils in a variety of learning settings; classroom, whole school events, enrichment, after-school clubs, day and residential trips, etc.

### Support for the Teacher

* Create and maintain a purposeful, orderly and productive learning environment.
* Ensure timely and accurate design, preparation and use of specialist equipment, resources and materials.
* Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
* Monitor and evaluate pupils’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
* Support pupils’ access to learning by using appropriate strategies and creating resources.
* Undertake marking of pupils’ work and accurately record achievement/ progress.
* Administer and assess routine tests and invigilate exams/ tests.
* Provide objective and accurate feedback and reports as required (e.g. Child Welfare reports, Annual Review reports, etc.).
* Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested (e.g. observation or behaviour charts for each lesson, progress sheets, evidencing of progress etc.).
* Help to display work of high standard in the classroom and/or elsewhere, so that pupils can see the standard to which they can aspire.
* Work with a pastoral teacher to oversee pupils’ welfare and maintain communication between home and school as directed.
* Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents through the use of appropriate strategies.
* To communicate effectively with, participate in and contribute to, regular meetings with the class-teacher about learning aims, strategies and systems used in class, in order to provide a consistent approach.

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### Support for the Curriculum

* Work alongside teaching staff to plan, prepare, support, deliver and evaluate programmes of learning, to promote achievement.
* Support and implement agreed learning activities and teaching programmes, adjusting activities according to pupil responses/needs.
* Support and lead in a variety of learning settings e.g. classroom, whole school events, enrichment, after-school clubs, day and residential trips, etc.
* Prepare and use specialist equipment, plans and resources to support pupils as required.
* Participate in school systems to monitor and enhance the quality of teaching and learning.
* Provide specialist advice and guidance as required.
* After training, to invigilate exams as required.

### Support for the School

* Undertake break duties as required. This will include before-school and after-school supervision.
* Undertake 1:1 supervision of pupils, including break and lunch times as required.
* Undertake 1:1 supervision of pupils during afterschool clubs as required.
* Attend and participate in staff meetings, INSET sessions and other meetings as required.
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
* Contribute to the overall ethos/work/aims of the school.
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
* Recognise own strengths and areas of expertise and use these to advise and support others.
* Assist in the general efficient operation of the school, including providing cover for other staff where necessary and as directed by the Leadership Team.
* Assist in the supervision, training and development of staff.
* 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.
* To understand the duties and responsibilities arising from the Children’s Act 2004 and Working Together in relation to child protection and safeguarding children and young people.
* To also be fully aware of the principles of safeguarding as they apply to vulnerable adults.
* To ensure that the designated DSLs, Social Worker and the Headteacher are made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection.
* To ensure that your line manager is made aware and kept informed of any other concerns relating to work.
* Undertake any other such duties as the Headteacher may reasonably direct from time to time.

**Training expectations:**

* To make a commitment to your own professional development, undertaking training that is identified through appraisal and the school development plan.
* Undertake training and implement school policies and procedures including:
* Non Violent Crisis Intervention
* Fire marshal training
* British Sign language
* Medical training
* ICT and technology including laptops, tablets PC’s

It is implicit that these duties are carried out in accordance with school and Council policies on equal opportunities.

## Special Needs Teaching Assistant Post

## Person Specification

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| **No.** | **Categories** | **Essential/Desirable** | **Assessed by** |
| **Education, Training and Professional Qualifications**  |
| 1 | Willingness to learn BSL Level 2  | **E** | **I** |
| 2 | Awareness of Safeguarding and Child Protection and willingness to undertake training | **E** | **A/I** |
| 3 | Trained in Safeguarding and Child Protection | **D** | **A** |
| 4 | Willingness to undertake First Aid training | **D** | **I** |
| 5 | Grade A – C or Level 2 Qualifications in English and Mathematics.  | **E** | **A** |
| 6 | Training in Autism and complex needs | **D** | **A** |
| 7 | Willingness to undertake training in Autism strategies | **E** | **I** |
| 8 | In-depth knowledge of ASD | **D** | **A/I/T** |
| **Skills and Abilities** |
| 9 | Ability to form and sustain appropriate relationships with children and young people | **E** | **I/T** |
| 10 | Ability to support pupils’ development and learning | **E** | **I/T** |
| 11 | Ability to develop an understanding of the specific educational, physical, sensory, behavioural, emotional and social needs of the pupils and develop strategies to meet these Ability to devise and create suitable resource materials for use with the pupils | **D** | **A/I/T** |
| 12 | Ability to maintain high standards of child centred care in stressful situations | **E** | **I/T** |
| 13 | Ability to work independently and co-operatively as part of a team and to form good working relationships and partnerships with teachers, pupils, parents/carers and other agencies | **E** | **I/T** |
| 14 | Experience of multi-agency working | **D** | **A/I** |
| 15 | Ability to support children and young people with their individual programmes independently at school  | **E** | **I/T** |
| 16 | Experience of supporting children and young people with their individual programmes independently at school | **D** | **A/I** |
| 17 | Ability to undertake basic administrative tasks | **E** | **I/T** |
| 18 | Ability to seek support when required | **E** | **I/T** |
| 19 | Ability to become familiar with and apply whole school policies and procedures and be willing to apply them in a consistent manner | **E** | **I** |
| **Knowledge and Understanding** |
| 20 | Knowledge and understanding of D/deafness and ASD  | **E** | **A/I/T** |
| 21 | Knowledge of equal opportunities and a commitment to assisting the school in enabling all its pupils to fulfil their potential | **D** | **I** |
| **Experience** |
| 22 | Previous experience of working in a school with complex ASD and deaf and language impaired young people | **E** | **A** |
| 23 | Extended (at least 8 months) experience of working with deaf, language impaired young people | **D** | **A** |
| **Work Attitude** |
| 24 | Demonstrate emotional maturity, stability, ability to perform under stress, and frustration tolerance | **E** | **I/T** |
| 25 | Show the ability to exercise good judgment, cooperation, tact, and discretion in dealing with the pupil, family, staff and others | **E** | **I/T** |
| 26 | Show interest in developing additional knowledge and skills | **E** | **I** |
| 27 | Follow team decisions, established policies and procedures, and designated lines of communication and authority | **E** | **I** |
| 28 | Demonstrate high levels of punctuality and attendance | **E** | **I** |

\*Assessed by: A – Application; I – Interview; T - Task