

ASCENT COLLEGE JOB DESCRIPTION

Job Title:	Autism Educational Practitioner (AEP)
Responsible to:	CEO / Head of Adult Services
Directly Reporting to:	ELT / Teacher
Staff Reporting Directly to:	TSA LEVEL 2 & 3 - In the absence of the class teacher
Salary:	NJC 14 - 17

Main Purpose of the Post

1. To carry out the professional duties of a Autism Educational Practitioner (AEP) upholding the aims, ethos and philosophy of the company established by the Trustees
2. To adhere to all policies as validated by the CEO, Head of Adult Services, Governing Body and Trustees.
3. To be an effective professional who demonstrates commitment to excellence in work/care/support programmes to enable access to learning and to assist the class teacher in the management of students/learners and the learning environment.

General Responsibilities

Under the direction of the Head of Adult Services:-

1. Work harmoniously with other staff to provide a caring, happy environment together with a well-structured programme for the Educational development of each young person.
2. To play an active part in promoting good public relationships in the locality so as to increase public awareness of, and support for, the aims and objectives of the organisation.
3. To attend case conferences, staff meetings, INSET, extended school services, parents meetings and special events/celebrations as requested by the CEO or senior staff.

Specific Duties and Responsibilities

Support for teachers

1. Carry out programmes of work devised and monitored by the class teacher and implement appropriate activities.
2. Facilitate, monitor and formatively assess (AfL) with individual students/learners or groups of students/learners as directed by the class teacher
 - a. Prepare learning activities and facilitate/supervise learning within one class without the presence of a class teacher (no more than 5 consecutive teaching days)

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- b. Plan, prepare and deliver learning within designated area/key stage without the presence of the class teacher by differentiating and adapting activities to provide positive learning outcomes. (No more than 20 consecutive teaching days).
3. Assist the teacher and all Teaching Assistants in the management of students/learners and the learning environment.
 - a. Assist mentoring, supporting and provide guidance for other TSA's within own class and designated area / Key stage.
4. To support and manage other TSAs in designated area/key stage
 - a. To support ELT to undertake recruitment, induction, appraisal, training and mentoring.
5. Assist with the development and implementation of individual education plans, behaviour support programmes and personal intimate care programmes such as toileting and eating. On occasion, this will necessitate one-to-one supervision.
 - a. Actively contribute to the development and implementation of the above, including attendance at, and contribution to, reviews where necessary within own class and designated area / key stage
6. Adapting teacher prepared learning resources according to individual need ensuring the environment is conducive to promoting further learning.
 - a. Plan and prepare learning resources according to individual need ensuring the environment is conducive to promoting further learning.
 - b. Prepare maintenance and control stocks and resources; in line with school policy;
7. Establish constructive and supportive relationships with parents, carers and other professionals, e.g. speech therapists
 - a. Provide regular communication to the teacher for parents/carers about student progress/achievement.
 - b. Contribute to meetings with parents / carers by providing constructive feedback and specialist advice/knowledge e.g. student progress/achievement;
8. Working alongside multidisciplinary professionals by assisting with the planning and delivery of relevant therapy programmes including rebound, sensory diets, physiotherapy, occupational therapy, cognitive behaviour therapy and speech and language.
9. Provide subject specific support for an individual area of the curriculum including resource audits, display of student work and implementation of development plans under the direction of the Education Leadership Team (ELT)
10. Under the direction of the class teacher
 - a. Prepare and present displays within the classroom
 - b. Implement strategies to provide specialist support to students/learners with special educational needs and provide tailored interventions to support student's primary and secondary needs.
11. Supervise the work and development of other classroom support staff as required in own class and designated area/key stage.
12. To undertake whole class supervision during the short-term absence of the teacher, ensure students/learners remain on task and that good order is maintained with own class and designated area / key stage.

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Support for students/learners

1. To enable access to learning and maximise student learning outcomes within the context of well structured ASD-specific programme of educational and social opportunities.
2. Supervise and support students/learners ensuring their safety and access to learning in a variety of contexts; classroom, playground; community.
 - a. Provide emotional, physical and specialist support so student are able to access the curriculum and participate fully in school activities;
3. Provide opportunities for and facilitate students/learners throughout the day to interact with others and engage with teacher led activities.
4. Establish constructive relationships with students/learners acting as a role model and interact with them according to individual student needs.
5. Ensure expectations set by the teacher are both challenging and demanding according to individual needs.
 - a. Use specialist knowledge and understanding to extend and challenge students/learners/ learning across designated area/key stage
6. Use formative assessment (AfL) and provide feedback in order to drive learning forward. This should be under the direction of/in liaison with the teacher and in accordance with the assessment, recording and reporting policy.
 - a. Asses the needs of students/leaners and use detailed knowledge and skills to support and evidence student learning.
7. Administer basic first aid where appropriately trained.
 - a. Liaise with senior leaders and relevant staff and if appropriate refer to emergency services
8. Assist in supporting and witnessing of medication where training has been undertaken.
 - a. Administer medication where training has been undertaken in line with school policy and procedures;
9. Promote self-esteem and independence as appropriate.
10. Support students/learners to develop their skills of independence, resilience and confidence and self-esteem;
11. To support the invigilation of examinations and tests
12. Know how to contribute to effective personalised provision by taking practical account of diversity.

Support for the college

1. Ensure that matters concerning individual students/learners are kept strictly confidential to the college.
2. Ensure that no person inflicts corporal punishment at any time.
3. Maintain the highest degree of personal and professional integrity at all times.

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4. Become familiar with Remarkable's fire, health and safety regulations and ensure they are strictly observed.
5. Supervise student placements and volunteer helpers as required.
6. Carry out any other duties as are within the scope, spirit and purpose of the job, the title of the post and its grading

Common Responsibilities

1. Be aware of and comply with policies and procedures relating to safeguarding, health and safety, security confidentiality and data protection, reporting all concerns to an appropriate person.
NB. Failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child or vulnerable adult is a disciplinary offence.
 Be aware of and work within the school/college policies and procedures;
 Contribute to the development of school/college policies and procedures;
2. Ensure all students/learners have equal access to opportunities to learn and develop.
3. Use specialist knowledge, skill, experience and training to act as a mentor to others, providing appropriate guidance and supervision as appropriate.
4. Appreciate the role of, support and work with other professionals e.g. Therapists.
5. Maintain continuity and consistency and ensure good communication by attending relevant meetings e.g. behaviour support meetings, staff meetings, parents' evenings and annual reviews, some of which will take place out of school hours.
6. Set a good example in terms of dress, punctuality and attendance.
7. Participate in training, including INSET days, external courses and conferences in order to keep abreast with current trends and ensure continued professional development.
8. Accompany students/learners on visits, trips and out of school/college activities as required which will necessitate one to one supervision.
9. Use and promote positive behaviour management strategies, emphasising team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour reducing the need for physical intervention.
 - a. Support training in positive behaviour management strategies, emphasising team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour reducing the need for physical intervention.
10. In accordance with training received, use positive handling techniques to resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved.
11. Carry out specific tasks as required by the Head of Adult Services.
12. Carry out any other duties as required from time to time by the Chief Executive.

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13. Attend staff meetings, parent evenings/workshops and planned after Organisation events as required.
14. Participate in regular supervision/performance management review meetings
15. Maintain confidentiality for all areas of the service, its staff and its operations.
16. To attend appropriate courses, conferences and seminars as authorised by the Chief Executive.
17. To ensure that your conduct within and outside the establishment does not conflict with professional expectations of Wargrave House Limited.

It is a requirement upon all staff to report (to the designated Safeguarding Lead, Chief Executive, Head of Adult Services, or the Governing Body, or other approved inspectorate with which the service has an agreement for inspection under the Children Act 1989, or to the local social services authority or to the police) any concerns they may have about practices in the service, or the behaviour of colleagues, which they consider likely to put at risk of abuse or other serious harm. Staff have a duty to prevent vulnerable students/learners or colleagues from being drawn into terrorism and are required to report any concerns following the Company's Safeguarding Prevent procedures.

Remarkable Autism Limited provides a guarantee that the procedures will be invoked in ways that do not prejudice any whistle blower's own position and prospects if they have reported an allegation or concern in good faith.

It is now a requirement that your job description makes it clear that failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a student is a disciplinary offence.

Additional information

The work at Remarkable Autism for those working directly with the service users can on occasion be physically demanding and employees must be able to undertake in full the requirements of the job and requisite training.

For the safety of staff and the service users, training will be provided to assist employees to carry out their role, including positive behavior strategies, specifically PROACTSCIPrUK, Moving & Handling, First Aid and Health & Safety training (this provides staff with the skills to carry out the sometimes necessary holds in a reasonable and proportionate manner. Employees will be required to fully participate in all training.

Having a disabling condition does not preclude you from working for Remarkable Autism. However you should make Remarkable Autism aware of any adaptations required to enable you to undertake the work.

Confidentiality

Maintain confidentiality for all areas of Remarkable Autism Limited, its staff and its work. The nature of the work within the service entrusts people with confidential information about the students/learners their families and staff. Any breach of this confidentiality will constitute gross misconduct.

Note: This job description reflects the present requirement of the post. As duties and responsibilities change and develop, the job description will be reviewed and subject to amendment.

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Remarkable Autism Limited operates a safe recruitment process. Appointment to the post will be subject to suitable references and an enhanced Disclosure Barring Service check. Remarkable Autism Limited is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Signed and accepted:

Print name

Date: