



## Support Staff Job Description

<b>Name:</b>	<b>Vacancy</b>	<b>Post:</b>	<b>Teaching Assistant (Learning Support Assistant - Supporting Pupils with Social Communication Differences including Autism)</b>
<p>At Durham Johnston Comprehensive School everyone's first responsibility is to work towards fulfilment of the school plan. While job descriptions vary, our common commitment to the welfare and success of our young people does not. Generic and specific duties are itemised below.</p>			
<b>Reporting to:</b>	SENCo, Director of Resources, Headteacher		
<b>Responsible for:</b>	The smooth functioning of Durham Johnston and the provision of a full, successful and supported learning experience for students.		
<b>Liaising with:</b>	SENCo, Director of Resources, Headteacher		
<b>Contract:</b>	<p><b>Permanent</b> (subject to a 6 month probationary period)</p> <p>37 Hours per week          Term time only (38 weeks) plus 2 weeks</p>		
<b>Working Time:</b>	<p>Mon – Thurs 8.00am – 4.00pm          Fri 8.00am – 3.30pm</p> <p>(includes 30 mins lunch UNPAID)</p>		
<b>Grade:</b>	JE Unique Reference No: N9673 Grade 3 (SCP 4 - 6)	<b>Actual Salary:</b>	£24,404 - £25,183 pro-rata
<b>Disclosure level</b>	DBS Enhanced		
<p><b>GENERIC DUTIES</b></p> <ul style="list-style-type: none"> <li>• To promote the aims of the school plan.</li> <li>• To promote the smooth and effective functioning of Durham Johnston.</li> <li>• To participate in appropriate meetings.</li> <li>• To celebrate and encourage the achievements of the students.</li> <li>• To promote good order and discipline in school.</li> <li>• To liaise with colleagues where appropriate.</li> <li>• To take part in in-service training and performance management.</li> <li>• To promote a pleasant learning environment in school.</li> <li>• To follow the procedures and instructions of the LA and the Governing Body.</li> <li>• To work at the reasonable direction of the Headteacher.</li> <li>• Undertake training in First Aid.</li> </ul>			
<p><b>This job description is current at January 2025, but following consultation with you, may be altered to reflect or anticipate changes in the job which are commensurate with the salary and job title. All posts will be reviewed annually.</b></p>			
<b>Signed :</b>		<b>Date:</b>	

## Key Tasks

### JOB PURPOSE

To work with teachers to support the learning, educational progress, and inclusion of pupil/s with social communication differences, with the aim of narrowing any holistic 'progress' gaps they have with their neurotypical peers on entry to school.

Give assistance to pupil/s with a social communication difference so that they can access the curriculum, participate in learning, participate in the wider school community, learn the necessary skills to communicate effectively with members of the school and wider community, experience a sense of achievement, and develop independence in learning and other aspects of school life.

### MAIN RESPONSIBILITIES

1. Work in partnership with the teacher in the planning of lessons to support the inclusion and progress of students with social communication differences.
2. Support the delivery of learning by:
  - To make or modify resources as suggested by the SENCO or an outside agency.
  - Provide positive feedback to the student and families.
3. Providing direct support as agreed with the teacher.
4. Support the development and implementation of individual and group learning programmes focused on delivering priority learning targets for the pupil(s). (To include all areas of social communication).
  - Working with the SENCO, teacher, and other specialists where appropriate to plan and agree the programme which contains clear, challenging but achievable objectives for the pupil/s.
  - To plan and deliver small group interventions.
  - Providing feedback to relevant colleagues about the pupil/s progress towards targets and the effectiveness of the programme in securing this and the pupil/s engagement.
5. Observe and report on pupil progress, gathering information about their knowledge, skills and understanding, including their progress towards targets, to support teachers in re-assessing need, evaluating teaching strategies and interventions, setting new learning targets and formulating new learning plans.
6. Support pupils' social and emotional development by:
  - Supporting positive behaviour, giving praise and encouragement as appropriate to build confidence and self-esteem.
  - Providing support to enable the pupil/s to have the opportunities to participate in all school activities, to make choices and take decisions for themselves.
  - Encouraging the pupil/s to evaluate their own progress and to take an active part in reviews of their progress, when appropriate.
  - Observing how the pupil/s expresses their feelings and emotions and relate to others and feedback to the teacher and/or SENCO, recording any findings accurately.
  - Delivering programmes designed by specialists to support this area as appropriate.
  - Encouraging other pupils to develop an understanding of the needs and skills of student with social communication differences.
7. Working with colleagues to ensure the classroom provides a good learning environment for a neurodiverse pupil, paying particular attention to lighting, layout and sensory input.
8. Support teaching staff and the SENCO in providing information on the pupils engagement with learning and interactions with other pupils and helping to maintain home-school liaison records.

9. Plan with other department members an Inclusion awareness week.

10. To support other students within school, as directed by SENCO.

**Person Specification – Teaching Assistant (Learning Support Assistant - Supporting Pupils with Social Communication Differences including Autism)  
Grade 3 SCP 4-6**

	<b>Essential</b>	<b>Desirable</b>	<b>Method of Assessment</b>
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• Minimum 4 GCSE (Grade 4 - 9) including English and Maths or equivalent qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant qualification / training, e.g. NVQ Level 2/3 Support Teaching and Learning in schools</li> </ul>	Application, Selection Process, Pre-employment checks
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with or supporting learners, including those with Special Educational Needs</li> </ul>		Application, Selection Process, Pre-employment checks
<b>Skills / Knowledge</b>	<ul style="list-style-type: none"> <li>• Ability to build a rapport with learners, including those with Special Educational Needs</li> <li>• Ability of work flexibly as part of a team</li> <li>• Good organisational skills</li> <li>• Good communication skills</li> <li>• Excellent ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to take on responsibility</li> </ul>	Application, Selection Process, Pre-employment checks
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• A commitment and understanding of safeguarding issues</li> <li>• Sensitivity to pupils needs</li> <li>• Ability to remain calm in challenging and unpredictable situations</li> <li>• Enthusiastic and self-motivated</li> <li>• Willingness to undertake relevant training as required</li> </ul>		Application, Selection Process, Pre-employment checks