**Job description**

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| **AAC and Communication teaching assistant**  |

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| **Department: Schools****Single Status Grade:** **Job Evaluation ID:**  |
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| **1 Job purpose:**To work with a named pupil/pupils as part of a team under the overall direction of the Headteacher who will be responsible for the policy and educational programme and for matters of control and discipline within the appropriate Articles of Government.The post holder, under the direction and guidance of the appropriate Oak Field SENCo and the Communication Lead Teacher, will be responsible principally for the support of one pupil with high level communication needs. They will support this pupil by being a communication partner, modelling and encouraging the use of AAC and other communication aids, as appropriate. The post holder will also support this pupil by creating resources and adaptations, so that the pupil can fully engage with the curriculum using both high and lo-tech communication aids, and will encourage them to become an independent communicator. To foster the participation of this pupil and others in the academic and social processes of the school by recognising individual pupils’ needs and identifying and implementing appropriate responses under the overall management and guidance of the class teacher. The post holder will be expected to observe the school’s policies and procedures, including Health + Safety and Safeguarding; they will need to undertake an enhanced DBS check.  |
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| **2 Principal duties and responsibilities:** |
| **KEY DUTIES*** To support an individual pupil as a communication partner, encouraging and supporting them to communicate effectively and to engage with all aspects of their learning, including in social situations.
* To act as a model for communication with the pupil.
* To support the pupil by creating resources and adapting AAC support so that the pupil can access the curriculum as independently as possible.
* To monitor and adjust the pupil’s access to technology according to their changing needs.
* To keep up to date with changes in technology and opportunities that such changes might offer to the pupil
* To assist the class teacher in the planning and evaluation of appropriate teaching and learning activities for the pupil.
* To liaise with the appropriate Oak Field SENCo, Communication Lead, SaLT team and class teacher to ensure that the pupil is accessing the right level of support and that this is constantly monitored and reviewed.
* To liaise with relevant members of IT support staff, Lincoln EATS and the SaLT team, physiotherapists and occupational therapists, to ensure that the AAC device is functioning and accessible.
* To provide support to this pupil and identified groups of pupils on teacher-planned activities to enable them to access the curriculum, whilst monitoring progress and dealing with challenges as they arise. (STL33)
* Through effective learning strategies, to support this pupil and others to participate in learning activities. This will involve being aware of pupils’ needs, using appropriate equipment and materials and modifying resources as necessary to support pupils to participate and progress. (STL40)
* To contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour. (STL37)
* To develop positive relationships with parents, carers and families by taking a partnership approach, maintaining and sharing accurate information where appropriate. (STL 60)

**SUPPORT FOR THE PUPIL**In addition to the above * To support learning activities for all pupils by maintaining awareness of the stages of development and individuals’ specific needs and giving positive encouragement and feedback to ensure pupils are reaching their full potential. (STL18)
* To care and support pupils by providing a safe and secure environment, responding appropriately to accidents and emergencies and following established procedures wherever appropriate. (STL3)
* To contribute to the health and well-being of pupils through the support of safeguarding for pupils by ensuring a safe environment, and following policies & procedures at all times. (STL3)
* To support pupils with input from therapists in the development of Activities of daily living (ADLs) and independent activities of daily living (IADLs.)
* To develop and promote positive relationships with pupils by communicating effectively, allowing them to feel valued and listened to and encouraging questions and ideas. (STL20)
* To assist with the personal and intimate care of pupils. (STL3)
* To support pupils with behaviour, emotional and social development needs and report any issues to the appropriate senior member of staff (STL41)
* To provide support to pupils with sensory and/or physical needs to enable them to maximise learning (STL 42)

**SUPPORT FOR THE TEACHER**To contribute to the planning and evaluation of teaching and learning activities by being clear of own role in delivery, sharing realistic ideas, offering constructive suggestions and giving feedback where appropriate. (STL24)To support with the delivery of learning activities in the absence of the teacher, e.g. when providing cover supervision or working with pupils outside of the classroom; however learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the Headteacher of the school. (STL18)Working alongside the class teacher, to ensure that learning resources and materials are ready for use in activities, whilst recognising and minimising potential hazards and making adjustments where necessary. (STL31)* To escort and supervise pupils on educational visits and out of school activities. (STL 59)

**SUPPORT FOR THE CURRICULUM**. To support pupils in activities to develop their communication, literacy and numeracy skills by having an awareness of individual needs, learning targets, and the relevant support required to assist pupils’ development, offering encouragement and feedback where appropriate. (STL6)To prepare and use ICT effectively within the classroom environment to support and promote pupils’learning in ways that are stimulating and enjoyable for pupils according to age, needs and abilities.(STL8)**SUPPORT FOR THE SCHOOL**To develop and maintain effective working relationships with other practitioners, drawing on theirstrengths and expertise in order to best support teaching and learning. (STL62)To support children and young people through transitions that occur in their lives, enabling them tomanage them in a positive manner. (STL49)To be willing to keep up to date with professional practice by maintaining an up-to-dateunderstanding of the requirements of the role and individual responsibilities. (STL1)To contribute to maintaining accurate pupil records following relevant procedure and ensuringconfidentiality at all times. (STL 55) |
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| **3 All staff are expected to maintain high standards of customer care in the context of the City Council’s Core Values, to uphold the Equality and Diversity Policy and Health and Safety standards and to participate in training activities necessary to their post.** |
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| **4 This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by the appropriate Oak Field SENCo; the responsibility level of any other duties should not exceed those outlined above.** |
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| **5 Numbers and grades of any staff supervised by the post holder: N/A** |
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| **6 Post holder’s immediate supervisor: Oak Field SENCo and Communication Lead teacher.** |
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| **Prepared by/author:** Laura Wyatt (Deputy Head Teacher) **Date: Sep 2021** **Reviewed:**  |

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| **Note:** This section should only be included in job descriptions issued to employees and should not be sent to all job applicants.I understand and accept the job duties and responsibilities contained in this job description.**Signature: Date:** |

**Person specification**

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| **Job title: AAC and communication teaching assistant (TA) role** |

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| **Department: Schools****Single Status Grade:** **Job Evaluation ID:**  |
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| **Areas of** **responsibility** | **Requirements** | **Measurement** |
| **P** | **A** | **T** | **I** | **D** |
| **Knowledge** | Hold a recognised qualification as listedbelow |  |  |  |  |  |
| Knowledge and understanding of thestatutory framework in subject areas andphases supported. |  | **✓** |  | **✓** |  |
| Knowledge of Teaching Assistants’contribution to raising standards by thepromotion of independent learning. |  | **✓** |  | **✓** |  |
| Appreciation of the National Curriculum andhow this is applied to planning, preparationand delivery of learning activities. |  | **✓** | **✓** | **✓** |  |
| Knowledge and understanding of pupilassessment, progress, evaluation andreporting of attainment for pupils with SEND |  | **✓** | **✓** | **✓** |  |
| Knowledge of stages of child developmentand individual needs. |  | **✓** |  | **✓** |  |
| Knowledge of SLCN |  | **✓** |  | **✓** |  |
| Knowledge of appropriate behaviourmanagement practices. |  | **✓** |  | **✓** |  |
| Knowledge of Health and Safety policiesand procedures contribute to themaintenance of pupil safety and security. |  | **✓** |  | **✓** |  |
| Knowledge of safeguarding procedures andprotocol. |  | **✓** |  | **✓** |  |
| **Skills/Abilities****Other** | Awareness of techniques necessary tosupport individual learning needs anddevelopment. |  | **✓** |  | **✓** |  |
| Some knowledge of AAC methods of communication |  | **✓** |  | **✓** |  |
| Some knowledge of language and communication development |  | **✓** | **✓** | **✓** |  |
| Initiative in dealing with day to day issues |  | **✓** | **✓** | **✓** |  |
| Ability to contribute to the planning anddelivery of learning activities |  | **✓** | **✓** | **✓** |  |
| Skills to support the effective use of ICT inthe classroom, including the use of AAC devices |  | **✓** | **✓** | **✓** |  |
| Ability to organise classroom resources |  | **✓** |  | **✓** |  |
| Contribute to maintaining pupil records. |  | **✓** |  | **✓** |  |
| Ability to cope with the physical demands of the role |  | **✓** |  | **✓** |  |
| **Relevant****experience** | Experience of working within an educationsetting or equivalent with children/young people with communication support needs. |  | **✓** | **✓** | **✓** |  |
|  | Direct experience of working with pupils toraise attainment through personalintervention |  | ✓ |  | ✓ |  |
|  | Proven experience of working with childrenand young people, including children withindividual needs and from a range ofbackgrounds. |  | **✓** |  | ✓ |  |
|  | Innovative use of resources and materialsincluding ICT software and equipment |  | ✓ |  | ✓ | ✓ |
|  | Relevant experience of building positiverelationships with all stakeholders. |  | ✓ | ✓ | ✓ |  |
|  | Understanding the role of parents/carersand the wider community in education |  | ✓ |  | ✓ |  |
| **Work to promote****mutual respect****and good****relations** | Commitment to inclusive education |  | ✓ |  | ✓ |  |
| The desire to create a working culturewhich values creativity and openness and issensitive to individual needs |  | ✓ |  | ✓ |  |
| **Work Related****Circumstances** | Be willing to undertake training anddevelopment, as necessary, in order toenhance service delivery |  |  |  | ✓ |  |
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| **P**: Pre-application **A**: Application **T**: Test **I**: Interview **D**: Documentary evidence |
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| **Prepared by/author: Date:**  |
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| **Teaching Assistant Qualifications****Current qualifications as of April 2014**Level 3 Certificate and Diploma in Supporting Teaching and Learning (STL)Level 3 NVQ Supporting Teaching and Learning (STL)Level 3 NVQ Childcare Learning and Development (CCLD)Level 3 CACHE Diploma in Childcare and EducationOpen University Certificate in Early Years PracticeRelevant Foundation Degree (relating to childcare and education)QTSRelevant degree in education studies accompanied by demonstrated practical experience asdetailed in the person specification above.**Past qualifications still accepted**National Nursery Nursing Board Award (NNEB)BTEC National Learning SupportChildren’s Care and Education Diploma (CCE)NVQ Level 3 in Early Years and ChildcareNVQ Level 3 Caring for Children and Young PeopleOpen University Specialist Teaching Assistant Certificate (STAC)Specialist Teaching Assistant Award (STA)City and Guilds Certificate in Learning Support combined with NCFE3563 Special Needs Assistant QualificationNVQ3 Teaching Assistant**Prepared by/author:** NCC **Date:** February 2015 |