

Job Description

Establishment: Highfields Spencer Academy
Post Title: Level 2 Teaching Assistant – SEND: 1:1 support with child with ASD
Grade/Pay Range: NJC 03-05
Hours/weeks: Two part time positions 15 hours per week term time only one position 9am till 12pm, the other position 12pm-3pm (3 hours per day). <i>initially for one year contract</i>
Department/Team: SEND

Overall Purpose of Post:

- To work with children as part of a team under the overall direction of the Principal who will be responsible for the policy and educational programme and for matters of control and discipline within the appropriate Articles of Government.
- To foster the participation of pupils in the social and academic 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.
- To work independently, in accordance within guidelines, to encourage pupils to become more independent learners and help to raise the standard of achievement and attainment for all pupils.
- To carry out specified duties with individuals, groups or classes under the direction of a qualified teacher. Activities undertaken by colleagues at this level would be monitored by the class teacher or more senior colleagues and the content of learning activities would be planned by the teacher/more senior staff, although there would be an expectation that the post holder would contribute to this process.

Main Duties and Responsibilities

Working as part of this important team you will be required to carry out the following duties. The nature of the academy year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

KEY DUTIES

- Assist the class teacher in the planning and evaluation of teaching and learning activities.
- Provide support to individuals and groups on teacher planned activities to enable them to access the curriculum, whilst monitoring progress and dealing with challenges as they arise.
- Through effective learning strategies, support all pupils 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.

- Contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour.
- Develop positive relationships with parents, carers and families by taking a partnership approach, maintaining and sharing accurate information where appropriate.

SUPPORT FOR THE PUPIL

- 1:1 support with a child with complex ASD, initially in Reception class, developing and implementing strategies to engage and support them to make both academic and social progress.
- Supporting child with ASD to access classroom learning or small group interventions, focusing on their individual needs.
- Fostering strong relationships with children and staff, thinking creatively to develop strategies and provisions to promote engagement, develop independence and promote a positive behaviour environment for children with SEND, specifically one child with ASD.
- 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.
- Care and support pupils by providing a safe and secure environment, responding appropriately to accidents, emergencies and following established procedures wherever appropriate.
- 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.
- Develop and promote positive relationships with pupils by communicating effectively, allowing them to feel valued and listened to and encouraging questions and ideas.
- Assist with the personal and intimate care of pupils as required and set out within their individual plans.
- Contribute to individual plan and EHCP reviews for children with SEND, through professional discussions with the school's SENCO
- Please note, some prior knowledge or use of PECS would be useful for working with this pupil

SUPPORT FOR THE TEACHER

- 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.
- Support with the delivery of learning activities through bespoke 1:1 support or small group interventions.
- Working on bespoke targets for individuals with SEND, ensuring rigour with planning and evaluation of progress being made.
- 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.
- Escort and supervise pupils on educational visits and out of school activities.

SUPPORT FOR THE CURRICULUM

- Support pupils in activities to develop their Maths and English 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.
- Contribute to creating and implementing strategies to support child engagement in all areas of the curriculum, contributing to our inclusive ethos whereby everyone is able to achieve their personal aspirations and become Happy, Helpful, High Achievers.

SUPPORT FOR THE SCHOOL

- Develop and maintain effective working relationships with other practitioners, drawing on their strengths and expertise in order to best support teaching and learning.
- Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner.
- Willingness to keep up to date with professional practice through reading and research, maintaining an up-to-date understanding of the requirements of the role and individual responsibilities.
- Contribute to maintaining accurate pupil records following relevant procedure and ensuring confidentiality at all times.
- Engaging with parents of children to ensure communications are clear as to the successes or challenges within the day to share an accurate picture of each child's day.

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding.
- Participate in the Academy Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
- These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of safeguarding training.

Name of Postholder:

Signature:

Date:

Person Specification

Essential	Desirable	Evidenced by A,I,T
Qualifications and experience		
Good standard of education especially with regard to literacy and numeracy skills.	✓	A
GCSE Maths and English grade C or equivalent	✓	A
Previous experience in an educational environment	✓	A,T,I
Experience in contribution to raising standards by promoting independent learning.	✓	A,I
Direct experience of raising pupil attainment through personal intervention	✓	A,I
Experience of planning and delivering learning activities for group and individual need.	✓	A,I
Relevant experience of building positive relationships with all stakeholders.	✓	A,T,I
Experience of working with children and young people, including children with individual needs and from a range of backgrounds.	✓	A,I
Knowledge and skills		
Knowledge and understanding of the statutory framework in subject areas and phases supported.	✓	A,I
Knowledge of Teaching Assistants' contribution to raising standards by the promotion of independent learning.	✓	A,I
Appreciation of the National Curriculum and how this is applied to planning, preparation and delivery of learning activities.	✓	A,T,I
Knowledge and understanding of pupil assessment, progress, evaluation and reporting of attainment.	✓	A,I
Knowledge of stages of child development and individual needs.	✓	A,I
Knowledge of appropriate behaviour management practices.	✓	A,I
Knowledge of Health and Safety policies and procedures contributing to the maintenance of pupil safety and security.	✓	A,I
Knowledge of safeguarding procedures and protocol.	✓	A,I
Understanding and awareness of individual needs and ability to adjust communication methods accordingly.	✓	A,T
Ability to communicate clearly orally and in writing.	✓	T
Ability to contribute to the management of pupil behaviour.	✓	T,I
Ability to establish positive relationships with pupils, families and colleagues	✓	A,T,I
Aware of techniques necessary to support individual learning needs and development.	✓	A,I
Initiative in dealing with day to day issues.	✓	T,I
Skills to support the effective use of ICT in the classroom.	✓	A,I
Personal qualities		
Excellent interpersonal skills with the ability to maintain strict confidentiality	✓	
A diplomatic and patient approach.	✓	
Initiative and ability to prioritise own work and that of others to meet deadlines.	✓	
Efficient and meticulous in organisation.	✓	
Able to follow direction and work in collaboration with the leadership team.	✓	
Able to work flexibly, adopt a hands on approach and respond to unplanned situations	✓	
Ability to evaluate own development needs and those of others and to address them.	✓	
Be willing to undertake training and development, as necessary,	✓	I
Commitment to the highest standards of child protection and safeguarding.	✓	I
Recognition of the importance of personal responsibility for health and	✓	I

safety		
Understanding the role of parents/carers and the wider community in education.	✓	A,I
Commitment to inclusive education		A,I
Commitment to the Trust's ethos, aims and whole community.	✓ ✓	A,I