



JOB DESCRIPTION WORK RELATED LEARNING TEACHING ASSISTANT

At Phoenix School, the education of our students is our first concern. All staff are accountable for achieving the highest possible standards in work and conduct. Staff are expected to act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up to date and be self-critical; forge positive professional relationships; and work with parents in the best interest of their students.

GRADE: SCALE 4, 35 HOURS PER WEEK, TERM TIME ONLY 39 WEEKS
RESPONSIBLE TO: PRE-SUPPORTED INTERNSHIP TEACHER

PURPOSE OF THE JOB

- To plan and deliver work related learning opportunities for students who are on the autism spectrum in a KS5 class, coaching and mentoring them to fulfil their potential.
- To liaise with the teacher and develop students coping strategies and resilience to support them to confidently work in new environments and with new people.
- To monitor the health and safety of students on work placements/during activities and develop students' autonomy around this.
- To make reasonable adjustments and scaffold students to carry out work tasks with greater independence and increase their confidence in the work place.
- Work with the class teacher to plan and prepare appropriate visuals and resources for work related learning sessions.
- Respond to the pupil's specific communication needs adapting your level of language and using appropriate visual support
- Keep daily work-related learning data on every pupil to track progress over time and to assess/plan next work-related learning opportunity.
- Work with class teacher to collate the end of term work- related and accreditation data
- Contribute to students' vocational profile.
- To support the school mission, vision, values and strategic objectives.

Main Duties and Responsibilities

1. Plan, resource and deliver work related learning sessions for individuals and small groups both in onsite placements and in community placements.
2. Evaluate the work-related learning activities and use the assessment data to plan next steps/ further opportunities.
3. Contribute to risk assessments for planned placements.

4. Work with the class teacher to plan and prepare appropriate visuals and resources to scaffold and support students to complete work related learning tasks and develop their skills.
5. Work with the class teacher to plan and prepare information packs about work placements including timetables, social stories, route maps, motivators to support students in their understanding.
6. Liaise with the class teacher regarding challenges with progress for individual students in their work place skill acquisition.
7. Keep learning records on every pupil to track progress over time and to assess/plan and build on prior learning.
8. Work with class teacher to collate evidence towards relevant accreditations.
9. To work with individual students and groups, under the direction of the class teacher, introducing tasks, monitoring student's work and using a range of strategies to support their learning.
10. To review and contribute to the further development of onsite work placements.
11. To meet regularly with the class teacher during contracted hours to discuss students' progress and to plan and review support.
12. To be familiar with, actively support and comply with all the school's policies and procedures, e.g. Equal Opportunities, Communication, Health and Safety, Safeguarding and Behaviour.
13. Within your contracted hours, attend staff meetings, as required.

Leadership

1. To support the organisation of the learning environment, including the production, maintenance and storage of resources.
2. To attend formal meetings during contracted hours to discuss students' progress with teachers, parents and other professionals as part of the relevant staff group.
3. To share skills with less-experienced colleagues and trainees on work placements, modelling good practice and providing simple demonstrations.

Management

1. To take responsibility for one's own professional development and participate in relevant internal and external training and activities.
2. To contribute to the school's commitment to continuous improvement as identified in the quality assurance systems.
3. To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.
4. Be aware of the particular learning and physical needs of the students you support.
5. Actively participate in the school's performance management process, as specified in the policy, meeting regularly with your team leader, ensuring that performance standards/targets are set and met within the agreed time scale.

6. Undertake other relevant and appropriate training during contracted hours, as identified with your team leader at a Performance Management Review.

Networking

1. To participate in school-wide projects and tasks.
2. To accompany students on educational visits and trips during contracted hours.
3. To undertake other similar nature commensurate with the grade as may be required from time to time, provided that such duties are within the competence of the post holder. This may, on occasion, require work in other locations/sites of the school.
4. To network with different and agencies about work-related learning opportunities.

Coordination

- 1) To support students to access the Preparation for adulthood curriculum, at the same time promoting independent learning.
- 2) To observe students' performance, and using the systems in place in the class, provide the class Teacher with feedback on pupil progress and help to maintain individual and group records.
- 3) To provide targeted support to individuals and groups.
- 4) To contribute to the planning for teaching and learning.

Additional responsibilities and general requirements

1. Undertaking any professional duties commensurate with the grade of the post, reasonably delegated by the Executive Headteacher or Head of School.
2. Showing commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination.
3. To set a standard of behaviour to colleagues which is polite, honest and friendly.
4. Participating in the school appraisal and professional development arrangements, ensuring that objectives are set and met within the agreed time-scale.
5. To carry out additional training as appropriate (which may occur during holidays) to ensure up to date knowledge in all legislations are maintained.
6. To comply with the school's equal opportunities and diversity policies, ensuring anti-discriminatory practice within the working area.
7. The post holder will undertake training and development as appropriate and keep apprised of developments.
8. To be familiar with all relevant school policies, rules and procedures and any changes to these.

VARIATION CLAUSE

1. This is a description of the job as it is constituted at the date shown. It is the practice of the school to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Executive Headteacher in consultation with the Post Holder.
2. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

FLEXIBILITY CLAUSE

1. Other duties and responsibilities express and implied, which arise from the nature and character of the post within the school mentioned above or in a comparable post in any of the school's other sections or departments.
2. Staff are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

SAFEGUARDING

Phoenix School is committed to the safeguarding and welfare of our children and young people and expects all our staff and volunteers to share this commitment.



PERSONAL SPECIFICATION

GRADE: SCALE 4, 35 HOURS PER WEEK, TERM TIME ONLY 39 WEEKS
RESPONSIBLE TO: PRE-SUPPORTED INTERNSHIP TEACHER

All post holders are expected to demonstrate a commitment to Equal Opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms.

EXPERIENCE AND EVIDENCE OF:

- Supporting the teaching of vocational skills
- Relevant experience of working with young adults with ASD
- The ability to work as part of a team.
- Ability to follow appropriate administrative systems.
- The ability to communicate effectively with individuals and groups of students, tutors, parents and other members of staff.
- The ability to establish and maintain effective working relationships with teachers and other members of staff.
- The ability to accept guidance and direction from others.
- The ability to keep written records and collate a profile of evidence for students
- Awareness of how students learn and the various factors, which affect their learning.
- Be prepared to work throughout the school with any students.
- Awareness of health and safety issues in the care and supervision of people with learning difficulties and/or disabilities;
- The ability to adapt to differing environments within the school and to the needs of different students.
- Support for students with communication and interaction difficulties.
- Support for students with cognition and learning difficulties.
- Support for students with autism who may have behavioural, emotional and social development needs.
- Support for students with sensory and/or physical needs.
- support for the use of information and communication technology in the classroom.
- Support for students in developing their functional literacy skills.
- Support for students in developing their functional numeracy skills.
- Support for student in developing their employability and work skills.
- Support for student in developing their independence and life skills.
- Recent experience relevant to autism.
- Working in relevant setting desirable
- Working as part of a team desirable
- Administrative tasks, including record keeping and note writing desirable

KNOWLEDGE AND UNDERSTANDING OF:

- Basic knowledge of communication disorders relevant to Autism
- Basic knowledge of approaches/strategies relevant to Autism
- Basic knowledge of informal assessment techniques
- Basic knowledge of vocational skills

SKILLS AND ABILITY TO:

- Good verbal and written communication skills and an ability to use own initiative in prioritising and organising workload.
- Good listening skills
- The ability to distinguish between the roles and responsibilities of the learning mentors and the class tutor.
- Flexibility and ability to use initiative
- Awareness of the need to show respect and value students as individuals.
- An understanding of and commitment to inclusive education.
- A commitment to the Authority's Equal Opportunities Policy.
- An understanding of, and sympathy with, the aims of the college.
- To have the ability to solve basic problem
- Good organisational skills
- Awareness of adapting communication style with different people
- Awareness of the need to gain support from others

PERSONAL QUALITIES

- Flexibility and ability to work as part of a team and commit to the School values
- A commitment to working positively with and to embrace the challenge of working with children with Autism
- Be prepared to work throughout the school with any age group if needed
- A sympathetic approach to parents and an understanding of the need for confidentiality.