

Post Title: TEACHING ASSISTANT (LEVEL TWO) ASD	
Department: CHILDREN'S SERVICES	Establishment/Post No:
Division/Section: LEARNING & CULTURE	Post Grade: (To be completed after evaluation)
Location: ELMS BANK	Post Hours: VARIOUS
<p>Special Conditions of Service:</p> <p>This post is in the Specialist Provision area of school which provides education for pupils with ASD and sensory processing disorders</p> <p>The applicant could be requested to work in the main part of the school</p> <p>Holidays to be taken during periods of school closure.</p> <p>NB: Traditionally teaching assistants at Elms Bank have received a free school meal. This arrangement will not apply to new staff joining the school or internal applicants moving to a new post.</p>	
<p>Purpose and Objectives of Post:</p> <p>To work under the instruction/guidance of teaching / senior staff to undertake work/care/support programmes (inclusive of specific individual learning needs), to enable access to learning for pupils and to assist the teacher in the management of pupils in the classroom. Work may be carried out in the classroom or outside the main teaching area.</p>	
Accountable to: Executive Headteacher, Headteacher	
Immediately Responsible to: Class Teacher	
Immediately Responsible for:	
<p>Relationships: (Internal and External)</p> <p>Governing Body</p> <p>Executive Headteacher</p> <p>Headteacher</p> <p>Teachers</p> <p>Support Staff</p> <p>Pupils</p>	
<p>Control of Resources:</p> <p>Resources in Specialist Provision</p>	

Duties/Responsibilities:

SUPPORT FOR THE PUPIL

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher
- Follow specialist feeding programmes to ensure the needs of individual pupils are met.
- Support pupils during breaks from teaching activities
- To use positive handling techniques and implement teaching programmes as necessary

SUPPORT FOR THE TEACHER

- Provide clerical/administration support (eg photocopying, typing filing, collecting money etc)
- Assist with the display of children's work
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans
- In liaison with the teacher, use strategies to support pupils to achieve learning goals
- Assist the teacher with the preparation of teaching and learning materials and subject matter.
- Monitor pupils responses to learning activities and accurately record pupil achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc
- Administer routine primary tests and invigilate exams and undertake routine marking of pupils work
- Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy
- Establish constructive relationships with parents/carers
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher's direction
- Support curriculum co-ordinators in the development and maintenance of resources

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/learning programmes taking into consideration pupil learning styles. Adjust activities according to pupil responses/needs
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, recording achievements and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- Access training for Team Teach, PECs, Signalong and individual communication aids as appropriate

The role is both physically and emotionally demanding and involves working with some pupils with challenging behaviour.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims and development
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of directed lesson time, including before and after school and at lunchtime
- Attend Awards' Evening and Parents' Evenings as directed with appropriate adjustments in hours
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher
- Use Team Teach (where appropriate) control techniques on pupils as necessary

SUPPORT FOR THE TEACHING GROUP/CLASS

- Supervise pupils on visits, trips and out of school activities as required
- Transport pupils as appropriate subject to MIDAS training if using the school minibus

SUPPORT FOR INCLUSION

- Support Elms Bank pupils in mainstream education following individual educational programmes
- Accompany individual or groups of pupils offsite to join in with activities taking place at other institutions e.g. school, colleges
- Work with pupils from the other institution whilst visiting on site

Where an employee is asked to undertake duties other than those specified directly in his/her job description, such duties shall be discussed with the employee concerned who may have his/her Trade Union Representative present if so desired. (See paragraph 203 of Supplemental Conditions of Service)

PERSON SPECIFICATION

Job Title TEACHING ASSISTANT LEVEL 2 FOR AUTISTIC SPECTRUM DISORDER

STAGE ONE Disabled Candidates are guaranteed an interview if they meet the essential criteria

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
1.	Experience/Qualifications/Training etc	
1.1	NVQ 2 in Supporting Teaching and Learning and/or 'A' Level in English, Maths or ICT and/or teaching degree qualification.	Application Form
1.2	GCSE A* - C in English, Maths and ICT or Level 2 Key Skills in English, Maths and ICT	Application Form
1.3	Significant experience of working with children in an educational setting (within specified age range/subject area) with special educational needs.	Application Form
1.4	Willingness to participate in relevant training and development opportunities	Interview
1.5	Training in literacy/numeracy strategy and / or willingness to undertake training.	Interview/Application Form
1.6	Willingness to complete Team Teach Behaviour Management and Physical Intervention course, and other courses/training as required	Interview
	Skills and Knowledge	
2.1	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Application Form/Interview
2.2	Ability to work effectively with pupils with ASD and challenging behaviours. To have knowledge of strategies to use effectively with pupils with ASD.	Application Form/Interview
2.3	Ability to build effective working relationships with all pupils and colleagues	Interview/Reference
2.4	Ability to promote a positive ethos and role model positive attributes	Interview/Reference
2.5	Excellent personal numeracy and literacy skills	Assessment
2.6	Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate)	Interview/Reference
2.7	Effective use of ICT to support learning	Application Form/Interview
2.8	Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.	Application Form/Interview
2.9	Working knowledge and understanding of principles of child development, learning styles and independent learning	Application Form/Interview
2.10	Working knowledge of relevant policies/codes of practice/legislation	Application Form/Interview
2.11	Understanding of inclusion, especially within a school setting	Application Form/Interview
2.12	Experience of resources preparation to support learning programmes	Application Form/Interview
2.13	Ability to use other basic technology – video, photocopier	Application Form
2.14	Customer Care - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users.	Interview

2.15	Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.	Interview
2.16	Developing Self and Others - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others' learning and share learning with others	Application Form/Interview

3. Work Related Circumstances – Professional Values & Practices		
3.1	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form & Interview
3.2	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form & Interview
3.3	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Application Form & Interview
3.4	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Interview & Reference
3.5	Establish constructive relationships with parents and carers.	Application Form & Interview
3.6	Able to improve their own practice through observations, evaluations and discussion with colleagues.	Interview & Reference
3.7	The role is both physically and emotionally demanding and involves working with some pupils with challenging behaviour.	Application Form/Letter & Interview

DESIRABLE REQUIREMENTS	METHOD OF ASSESSMENT
-------------------------------	-----------------------------

1. Experience/Qualifications/Training etc		
1.1	NVQ 3 in Supporting Teaching and Learning	Application Form
1.2	Training in special educational needs or be able to demonstrate a commitment to special needs	Application Form
1.3	Training in working with pupils with ASD and/or Sensory Processing Disorder	Application Form

To apply:

Please complete an application form, together with supporting information giving details of relevant skills, knowledge and experience (see Section 7 of the application form) of how you meet the person specification, stating clearly the post(s) you are applying for. Colleagues will be shortlisted on their ability to meet the person specification. Please provide the name and contact details of two referees who are familiar with your work in school. For internal applicants this should not be the Headteacher.

Closing date for applications is **Monday 3 June 2019 at 9.00am.**