

Post Title: TEACHING ASSISTANT (LEVEL ONE) ASD	
Department: CHILDREN'S SERVICES	Establishment/Post No:
Division/Section: LEARNING & CULTURE	Post Grade: Grade 6
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 direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom.</p>	
Accountable to: Executive Headteacher, Headteacher	
Immediately Responsible to: Class Teacher	
Immediately Responsible for:	
<p>Relationships: (Internal and External)</p> <p>Trustees</p> <p>Governors</p> <p>Headteacher</p> <p>Executive Headteacher</p> <p>Teachers</p> <p>Support Staff</p> <p>Pupils</p>	

Control of Resources:

Duties/Responsibilities:

SUPPORT FOR THE PUPIL

- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Supervise and support pupils ensuring their safety and access to learning.
- Establish good working relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Encourage pupils to act independently as appropriate.
- Follow behaviour management and positive handling programme.

SUPPORT FOR THE TEACHER

- Provide clerical/administration support (eg photocopying, typing filing, collecting money etc)
- Assist with the display of children's work
- Prepare classroom as directed for lessons and clear afterwards
- Be aware of pupil problems/progress/achievements and report to the teacher as agreed.
- Undertake pupil record keeping as requested
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Gather/report basic information from/to parents/carers as directed.

SUPPORT FOR THE CURRICULUM

- Support pupils to understand instructions.
- Support pupils in respect of local and national learning strategies eg. literacy, numeracy, early years as directed by the teacher
- Prepare and maintain equipment and resources as directed and assist pupils in their use.

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 overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities as required
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Attend Awards' Evening and Parents' Evenings as directed with appropriate adjustments in hours.

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

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)

Job Description signed by:

Sign:

Date:

PERSON SPECIFICATION

Job Title TEACHING ASSISTANT LEVEL 1 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	GCSE D-G in English, Maths and ICT or Level 1 Key Skills in English, Maths and ICT or be able to demonstrate they are currently studying for these qualifications. Applicants awaiting results are able to apply.	Application Form
1.2	To demonstrate your commitment to your own development by being willing to work towards a Level 2 qualification through on the job training.	Application Form/Letter
1.3	Willingness to participate in relevant training and development opportunities	Interview
1.4	Training in literacy/numeracy strategy and / or willingness to undertake training.	Interview/Application Form/Letter
1.5	Willingness to complete Team Teach Behaviour Management and Physical Intervention course, and other courses/training as required.	Interview/Application Form/Letter
2. Skills and Knowledge		
2.1	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Application Form/Letter/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	Good 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	Working knowledge of relevant policies/codes of practice/legislation	Application Form/Letter/Interview
2.8	Understanding of inclusion, especially within a school setting	Application Form/Letter/Interview
2.9	Ability to prepare resources to support learning programmes	Application Form/Letter/Interview
2.10	Ability to use other basic technology – video, photocopier	Application Form/Letter

2.11	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
2.12	Valuing Diversity - <i>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.</i>	Interview
2.13	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/Letter/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/Letter/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/Letter/Interview
3.3	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Application Form/Letter/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/Letter/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
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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 in a school based subject.	Application Form

1.2	GCSE A* - C in English, Maths or ICT or Level 2 Key Skills in English, Maths or ICT	Application Form
1.3	SEN experience	Application Form/Letter
1.4	Experience of working in a school environment	Application Form/Letter

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 Head of School.

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

Employees of Elms Bank have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service.