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## TEACHING ASSISTANT

## REPORTS TO: Curriculum Team Leader for Autism Provision with work directed by Autism Provision, class teachers, Speech and Language Therapist and Occupational Therapist. SENCO/Deputy SENCO

RESPONSIBLE FOR: **N/A**

PAYSCALE:Scale 4

HOURS: 36 hours a week; Term Time Only

**JOB DESCRIPTION**

## OVERALL PURPOSE OF THE JOB

To support the education and welfare of pupils as directed by class teachers/Lead TA, having due regard to the school’s aims, objectives, schemes of work and policies, and relevant national requirements across the school. This includes, mainstream, Bridge & ASD Resource Provision. To share in the corporate responsibility for meeting individual needs and for the well-being and discipline of all pupils.

DUTIES AND RESPONSIBILITIES

1. To take every opportunity to meet pupils’ sensory, attention, communication and social needs as directed by the CTL Autism, Autism Provision teachers, Speech and Language Therapists and other professionals either in person or by heeding and implementing advice in their reports.
2. To take every opportunity to develop pupils’ language, reading, numeracy and related skills as directed by Autism provision teachers, class teachers/Lead TA and relevant external professionals.
3. To assist in monitoring and recording observations and the progress of individual pupils in accordance with school procedures, and reporting to CLT Autism Provision/ Autism Provision teachers/SENCO
4. To give oral and written feedback to stakeholders, as appropriate, on student's’ attainment in order to promote further progress in accordance with Autism Provision Procedures.
5. To work with teachers and other professionals to identify and respond appropriately to pupils’ individual needs, assisting pupils in areas of specific difficulty.
6. Supporting TAs to assist the teacher in setting and modelling appropriate learning and behaviour expectations of pupils and supporting pupils appropriately to achieve these.
7. To help promote and reinforce pupils’ emotional regulation and self-esteem, encouraging and facilitating inclusion of pupils with special educational needs.
8. Clearly direct TAs to present agreed learning tasks in a clear and stimulating manner to help maintain pupils’ interest and motivation; to support and provide resources to TAs to work with pupils individually and collectively. Ensure TAs understand and apply appropriate learning goals and strategies.
9. Outside the classroom, to work with groups of pupils. The number of pupils included will reflect the nature of the task, the pupils concerned, the location involved and the length of time to be supervised. Take ultimate responsibility and be available to be called to give support and take appropriate decisions for TAs delivering interventions as agreed with the CTL Autism provision.
10. To prepare and provide information that supports the preparation and review of EHCPs and other personal plans and to action appropriate tasks from other personal plans.
11. To adhere to Autism Provision Procedures and systems when using supporting strategies for sensory and emotional regulation, communication, attention, learning, behaviour, transition and inclusion.
12. After adequate training, to carry out welfare duties in relation to the physical and care needs of the pupils, including dressing, feeding and toileting if appropriate, whilst encouraging independence wherever possible.
13. To ensure proper recording of welfare duties in relation to the physical and care needs of the pupils, including dressing, feeding and toileting according to Autism Provision procedures and adhere to safeguarding requirements as spelt out in relevant school policies, e.g Intimate Care Policy.
14. To supervise, interact with and facilitate interaction and inclusion with pupils during breaks and/or lunchtimes if required.
15. To maintain confidentiality at all times with regard to both supported pupils and the wider school.
16. To take part in in-service training, relevant performance management arrangements and other meetings, as directed in normal contracted working hours; to be conversant with school policies and procedures.
17. Carry out routine clerical tasks e.g. collecting trip money, distributing letters and producing class lists.
18. Other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the teacher/head teacher.

Safeguarding

* Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
* Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
* Promote the safeguarding of all pupils in the school

Other duties

* To continue professional development; seeking opportunities to improve own practice and share good practice.
* To maximise your own expertise and other resources to ensure support mechanisms are provided for ‘vulnerable’ and challenging students in order that their learning is maximised, and barriers to learning are removed
* To undertake any other duties which lie within the postholder’s competence according to the needs of the school and contribute to the learning environment within the school

**Person Specification for the post of Teaching Assistant**

These are the criteria upon which the selection process will be based. At each stage of the process the merits of each applicant will be assessed to determine how far the criteria have been matched.

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|  | **Factor** |  | **Requirement** |
| 1. | **Education, Training and Qualification:** | 1. | Have a minimum ‘C’ GCSE English and Maths and a relevant NVQ level 2-  3 or equivalent; |
|  |  | 2. | If recruiting to a qualified post: C & G or CLPE or other equivalent qualification. |
| 2. | **Experience:** | 1. | Experience of working in a Special Educational Needs setting, preferably with pupils with a diagnosis of Autism and Severe Communication Needs. |
|  |  | 2. | Able to demonstrate experience of dealing sympathetically and constructively with other adults. |
| 3. | **Knowledge and Understanding:** | 1. | Demonstrate an understanding of the place of the school in educating Special Educational Needs pupils and in promoting the spiritual, moral, social and cultural development of pupils from a multicultural community. |
|  |  | 2. | Demonstrate an understanding of the role of the teacher, other professionals and their own role in relation to teachers, other support staff, and pupils. |
|  |  | 3. | Demonstrate knowledge and basic understanding of literacy and Numeracy. |
|  |  | 4. | Demonstrate ability to use knowledge and understanding to support pupils in meeting their sensory, communication, attention and physical needs. |
|  |  | 5. | Demonstrate ability to use knowledge and understanding to support pupils and to assess their progress in literacy and numeracy in particular. |
|  |  | 6. | Demonstrate awareness of how pupils with Autism and Severe Communication Needs learn and the factors that affect their progress. |
|  |  | 7. | Demonstrate an understanding of the different approaches needed to support the learning of various groups of pupils, including pupils with Autism and Special Educational Needs. |
| 4. | **Commitment to and understanding of:** | 1. | The Equal Opportunities practice throughout the school including the Authority’s policy of inclusive education. |
|  |  | 2. | The promotion of community involvement in the school in order to raise achievement. |

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