



Blessed George Napier Catholic School

Job Description

Post Title:	Augmentative and alternative communication (AAC) Coordinator (Pupil Specific) [HLTA level / Learning Support Level 4]
Salary:	Grade 8 [points 19-23]
Hours:	12 hours per week, term-time only
Term:	This post is on a one year fixed-term basis, but will be renewed annually, in accordance with confirmed funding, for the duration of the student's time on roll at BGN School.

Line Manager: **SENCO**

Purpose:

- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision (for a specific student with cerebral palsy). This may involve planning, preparing and delivering learning activities for individuals / groups or short term for whole classes and monitoring students and assessing, recording and reporting on students' achievement, progress and development.
- To understand person centred planning approaches.
- Responsible for the management and development of AAC within the school and / or management of other teaching assistants including allocation and monitoring of work, appraisal and training. This will include having a thorough understanding of the in which the student uses AAC to access the curriculum and to keep up to date with developments in technology and opportunities that may be positive for the access to learning.
- Carrying out and/or organising specific training sessions on a regular basis outside of normal school routine as and when new technology creates opportunities with support from SENSS SEN ICT Teacher.
- To be responsible for training and sharing knowledge Share knowledge with TA team supporting Tiago including training them in latest technology with advice from SENSS SEN ICT Teacher and specialist SLT and monitored by the ACE centre. To support all TA team to create and adapt resources using AAC appropriate to Tiago's needs and the subject area e.g. add to book of knowledge.

- To be a key link between school staff and outside professionals. Working alongside an external team including SENSS team, School SENCO, NHS therapists and private therapists and professionals. To coordinate any changes to working with the team.
- To work with the subject teachers in school in supporting them on how they need to differentiate work using the key learning points supported by School SENCO, SENSS PD teacher, SENSS SEN ICT Teacher and Private EP.

Core duties

- Assess the needs of the student and use detailed knowledge and specialist skills to support the learning of students.
- Support work towards the student reaching their outcomes on the EHCP.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom
- Support student consistently whilst recognising and responding to their individual Needs.
- Encourage student to interact and work co-operatively with others and engage with other students.
- Promote independence.
- Provide feedback to students in relation to progress and achievement.
- Creating opportunities for pre-teaching and re-enforcement of key concepts within subjects via study support sessions outside of class if needed.
- Supporting the break and lunchtime routine including a balance between social time, eating, free time and completion of personal care needs.
- Supporting extracurricular activities.
- Coordinating a circle of support as needed with support from private EP.
- Organising peer mentoring of needed.
- Attending and reporting to Annual Review meeting.

Support for Teaching Assistants in team

- Supporting TAs in providing pre-teaching and re-enforcement activities.
- Training TAs in providing pre-teaching and re-enforcement activities with support from SENSS SEN ICT Teacher
- Training TAs to adapt learning materials using appropriate technology with support from SENSS SEN ICT Teacher, SENSS PD teacher and Private EP
- Overseeing the adaptation of work.
- Coordination of regular team meetings with minutes and actions agreed with support from School SENCO, SENSS PD and SEN ICT teachers

Support for the Teacher

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan to challenge teaching and learning objectives, and evaluate and adjust lessons / work plans as appropriate.
- Monitor and evaluate students' responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Adapting exams, assessments and tests with support from SENSS SEN ICT Teacher.

- Regular contact with subject teachers to ensure that they can access the student and provide information for differentiation.
- Organising timetables of visits for outside professionals with support from School SENCo
- Liaising with therapists and amalgamating their advice to incorporate into the student's day with support from School SENCo
- Use of specialist software to adapt appear based assessments to ensure accessibility and student is not disadvantaged.
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment

Support for the Curriculum

- Deliver learning activities to students within an agreed system of supervision, adjusting activities according to student responses / needs
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3/4 and make effective use of opportunities provided by other learning activities to support the development of students' skills
- Use ICT efficiently to support learning activities and develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid / resources / equipment

Support for the exams

- Understand the access arrangements with support from SENSS SEN ICT teacher and School SENCO and exams officer:
 - Exam papers being opened up to 1 hour in advance.
 - Creating accessible access to exam papers.
 - Applying for a scribe to enable the use of word prediction and spell checkers.
 - Applying for a reader in case voice output reading breaks down.
 - Applying for electronic copies of exams for electronic reading where human readers are not allowed but electronic ones are.
 - Exam's taken over up to two days (400% extra time) if needed.
 - Justifying access arrangements to exam boards.
 - Ensuring that requests to exam boards reflect the student's normal way of working.
- Explaining assessment arrangements to teachers with support from School SENCo and Exams officer and SENSS teams.
- Being able to adapt and carry out adapted assessments and report results with support from SENSS SEN ICT team
- To be an advocate for the young person and be able to explain why adjustments create a level playing field rather than an unfair advantage.

Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos / work / aims of the school
- Establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support achievement and progress of students
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others

Work with School SENCO and admin support to ensure

- SENCO will negotiate the number of subjects that the student can manage considering Tiago's energy levels and impact.
- Organising role model visits
- Organising whole school disability training
- Preparing paperwork for meetings
- Taking minutes of meetings and distribution
- Ensuring health and Safety policies are up to date and available
- Ensuring manual handling training is up to date
- Ensuring Risk Assessments are prepared.
- Regular contact with the student's parent to support student's inclusion and happiness.
- Organisation of Annual reviews and termly review meetings.

Line management responsibilities where appropriate

- Manage other Teaching Assistants as / when required
- Liaise between managers / teaching staff and teaching assistants
- Represent teaching assistants at teaching staff / management / other appropriate meetings
- Undertake induction / appraisal / training / mentoring for other teaching assistants as / when required

Personal Development

- To work positively and constructively with the line manager to identify strengths and agree an action plan in relation to development needs, to set these out in a personal development plan, which will be reviewed regularly with the line manager.
- To engage actively in the performance review / appraisal process
- To be aware of the current national and local issues relating to Education insofar that they affect the post.

Other Specific Duties

- To be committed at all times to the safeguarding and protection of children and young people.
- To report any child protection concerns to the designated person in the school (please refer to 'Child Protection Policy' on staffroom notice board)
- During the course of undertaking their duties, all employees will be expected to promote, maintain and uphold fundamental British Values
- Attend and participate in regular meetings including staff briefing
- Supervise pupils on visits, trips and out of school activities as required
- To undertake other duties within his / her competence or otherwise appropriate to the grading of the post as required

General

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- It is a requirement, in accordance with the guidance of the Catholic Education Service, that staff in Catholic Schools should "have regard to the Roman Catholic character of the school and not do anything in any way detrimental or prejudicial to the interests of the same".
- Employees will be 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.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Health & Safety

- To comply with the school's Health & Safety Policies and undertake risk assessments as appropriate
- To undergo, if requested, basic First Aid training and update courses
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions
- Co-operate with the Headteacher and others responsible for Health and Safety on all issues to do with Health, Safety & Welfare.

I agree to uphold the terms of this Job Description

Name: _____

Signature: _____

Date: _____

07.03.19