**Nene Park Academy**

**JOB DESCRIPTION**

**Post Title: Teaching Assistant – Level 3 – Autism HUB Lead**

**Scale: Grade 8 Point 19-24 (£24,799-£27,905 FTE)**

**Hours:** 32.5 hours per week

**Weeks:** 39 Weeks

**Responsible to:** SLT/SENCO

**Job Purpose**

* To support the SENCo in meeting the requirements of the Autism Hub SLA including Termly Reviews and Impact Measures
* To support the SENCO with the day to day running of the SEND department, its systems, staffing and the needs of all pupils with SEND.
* In liaison with the SENCO, to manage the Specialised provision for Autism including transition into and out of the Hub provision, any visiting specialists and close liaison with parents
* Ensure with the support of the SENCO, the devolvement of skills to teaching and support staff at NPA in supporting those with Communication and Interaction needs
* Through CPD supported by the SENCO and other professionals, facilitate the development of quality first teaching practices across the school to meet the needs of learners with SEND including Autism
* Across CMAT and Peterborough schools along with the SENCO and other professionals promote and support the development of excellent teaching practices, techniques and resources for those with Autism, raising the profile of the Hub as a beacon of excellent Autism practice.
* With the support of the SENCO and other professionals, co-produce training and events linked with Autism, as identified in the SLA for professionals, pupils, other schools and parents
* To attend Hub and SEN networking events/working groups as required by the SENCO and LA professional development training as identified in the SLA

**Principal Accountabilities:**

**Supporting the Students**

* To manage the day to day running of the Autism Hub including planning, preparation and teaching to meet the academic and holistic needs of individual pupils
* To assist with the management and leadership of the ECHP Reviews of SEND students
* Support with the production of Pupil Profiles for students identified at any stage of the graduated approach for SEND to inform staff of their additional support needs
* To provide training support and guidance on Autism or other related SEND, for teachers and support staff.
* With the SENCO facilitate transition visits for new starters with SEND, including primary transition, liaising with SENCOs, class teachers and TAs regarding the special needs of incoming pupils.
* To prepare and share relevant information on pupils transitioning year 6-7, 11-12 to inform whole school teaching
* To attend Y5 and Y6 reviews for EHCP pupils in primary schools as directed by the SENCO and discuss provision at Nene Park Academy
* To liaise with appropriate outside agencies to secure the learning progress and wellbeing of SEND students
* To prepare pupils for transitions post 16 including skills for life, independence and transport arrangements

**Supporting the SENCO and SEND Team.**

* To assist in effectively deploying support staff and their timetables to meet the needs of individuals
* To assist in developing accurate timely reviewed Provision mapping of SEND student interventions to assess progress against how cost effective each intervention is.
* Gathering reports from teachers about the achievement of SEND students (round robin) and reporting on these when required
* To attend and take notes at any meetings, as directed, on behalf of the SENCO
* Share EHCP reviews/applications with relevant staff and advice on interventions
* Track the achievement of SEND students at each progress report.
* Allocate and monitor SEND referrals in discussion with the SENCO
* Act as a mentor and role model for all staff.
* Co-ordinate and organise meetings with the support of the SENCO, with SEND professionals
* Complete SEND specialist referrals, as requested with the support of the SENCO
* Line manage the Level 1 staff within the SEN department including training, induction, target setting etc.
* Undertake performance management reviews for Level 1 staff and identify objectives, training and development needs.
* To work with the SENCO to audit provision and outcomes against the SLA/Hub impact measures including efficient use of resourcing.

**Supporting the School.**

* To have a good working knowledge of Access Arrangements applications and ensure SEND Support workers and Case Workers are up to date in their knowledge of Exam Access Arrangements e.g. reader, scribe and any JCQ changes
* Keep up to date through reading and research knowledge of Autism and strategies for support, as well as other co-occurring conditions that may impact on learning for those with SEND
* Through ongoing reading keep up to date with ways to meet their special needs including attending relevant training, liaising with a wide range of professionals providing services to students with SEND.
* Support and develop innovative the use of ICT in the curriculum to support those with Autism
* To produce and disseminate information on SEND including Autism specific resourcing throughout the school.
* Complete records and contribute to reports on student progress as required.
* Attend and actively participate in staff meetings.
* To lead on Hub specific training and events as stated in the SLA and provide support for other whole school events as needed
* Support the schools’ policy of inclusion by encouraging students with SEND to be involved with school activities and events.
* Liaise closely with the Standards and Support Team and designated person for ‘Looked After Children’, share information to support their interventions including EHAs
* Actively continue with one’s own personal and professional development in relevant areas.
* The post holder will be required to undertake first aid training and other training e.g. positive handling, as necessary to fulfil the role
* Undertake other reasonable tasks relating to the job role at the request of the SENCO or Principal

The Principal reserves the right to amend and update the Job description when necessary in consultation with the post holder.

The post holder has an implicit duty to promote the welfare and safeguarding of all children and young people. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff will be subject to an enhanced check with the Disclosure and Barring Service.

**Person Specification Autism HUB Lead**

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| Specification | Essential | Desirable | Evidence |
| Qualifications | Degree or equivalent level qualification  GCSE, A\* - C, in English & Maths or equivalent  Specialist qualification in ASD  Willingness to undertake training to meet the specialised needs of students as need. | Level 7 qualification in ASD or SpLD  Specialist qualifications  Health & Safety – Moving and handling  Dyslexia  SEMH |  |
| Experience | Delivery of bespoke small teaching groups Successful experience of working with children & young people in a 11 – 16 school environments  Experience of working successfully as part of a team  Experience of working in a SEND/inclusion department  Excellent record of appraisal/PM outcomes  Experience of leading on activities | Experience of working with students who have challenging needs including Communication and Interaction/ ASD/SEMH Physical/ Sensory needs  Experience of leading others  Experience of supporting students across the age and ability range including post 16  Experience of contributing to enrichment activities  Experience of providing a range of support for students including small groups and 1:1 situation.  Experience of implementing and managing the Assess, Plan, Do and Review cycle |  |
| Professional knowledge and understanding | Clear understanding of the SEND Code of Practice  Knowledge of current Autism specific teaching and methods for learning  Awareness of how to use comparative data for baseline assessment, target setting and monitoring  Ability to deliver specialist interventions specific to an area of need in Key Stages 3 & 4.  Evidence of successful outcomes of interventions | Experience of running SEN Reviews  Experience of working with external professionals LA, Health  Experience of appraisal/PM as the appraiser  Awareness of the new Key stage Standards  Knowledge of effective Literacy/numeracy interventions |  |
| Skills, attributes and personal qualities | The interpersonal skills to communicate effectively and professionally with staff, students, parents and outside agencies  Ability to create a happy, challenging and effective learning environment  Ambition to see those with Communication and Interaction challenges thrive through adapted resourcing.  Ability to inspire the confidence of students’ parents and colleagues  Ability to give and receive effective feedback and to act and improve own performance and that of others  Willingness and ability to support the social emotional and mental health development of students with SEND needs  Willingness and ability to assist students in the development of independence and self-advocacy.  Competent user of ICT  Willingness to ask for advice and support where necessary  Self-motivated with a positive can-do attitude  Ability to work as part of a team responsible for supporting the process of teaching and learning  Ability to work to deadlines and under pressure    Excellent attendance and punctuality record. |  |  |