

Job Title Teaching Assistant

Division / Function: Robert Ogden School

Reports to : Class teacher

Why	<p>Job summary:</p> <ul style="list-style-type: none"> • To provide the highest standard of support to children with Autistic Spectrum Disorder, as well as other complex needs (where appropriate) such as PDA, OCD and ADHD. • To support them in achieving positive and meaningful outcomes in line with their education / care plans and through the implementation of the SPELL framework. • To work in a non-confrontational and non-directive way to ensure individual needs are met.
What	<p>Principal accountabilities</p> <ul style="list-style-type: none"> • Provide the highest standards of support assisting children achieve their maximum potential through the implementation of the SPELL framework • To support the children to access the school's curriculum within the school day • Promote and take part in all aspects of education with children in school • Contribute to the safety, protection and wellbeing of children in line with external inspection bodies • Provide the highest standard of individual support and ensure appropriate attention in Individualised Educational Programmes / Individual Education Plans (IEPs) • Contribute to the process of implementing and evaluating individual education plans, individual behaviour support profiles, risk assessments and communication profiles, as required by senior staff • In conjunction with senior staff, ensure adequate supply and good order of equipment and materials, and maintenance of the working environment • Contribute to and carry out programmes of study and IEPs as drawn up and monitored by the teacher • Maintain daily records of assessment as directed by the teacher • Provide a model of good practice for children and for staff • Carry out specific activities as required by senior school staff e.g. playground, dinner and domestic duties, preparation of meals, laundry, administration of medication etc. • Support the teacher / senior staff, as required, in planning and subsequently accompanying children in a wide range of educational visits and leisure pursuits • Assume key team worker responsibilities maintaining all relevant and appropriate records • Contribute to multi-disciplinary team meetings • Be aware of and follow policies, procedures and practice • Mentor responsibilities for a support worker (as required) • To take responsibility for specific tasks delegated by the manager • To adhere to all organisational policies and procedures. <p>Job descriptions only reflect 80% of a role, and are not an exhaustive list of duties. You are expected to carry out other activities that are within the scope of the role.</p>

Competencies	<u>I am committed to making a difference</u> I commit to NAS aims, objectives and values. I display a positive approach in the way I work and contribute to the wider needs of the organisation and its stakeholders either directly or indirectly. At work I overcome difficulties, setbacks and pressure, to get things done because I understand the impact of autism. I recognise and encourage commitment in others.	
	<u>I cooperate with others to work safely</u> I understand the health and safety risks associated with my job and work responsibly with others to reduce them. I have a positive attitude to safety that causes me to care about the wellbeing of others as well as myself.	
	<u>I maximise service users' quality of life</u> I work with key people to protect and further the interests of service users. I engage and facilitate people with autism to enhance and promote their independence and quality of life. I use SPELL consistently to create structure, predictability and bring about positive engagement. Using a person centred approach and appropriate communication. I create positive experiences, opportunities and develop service users.	
	<u>I promote the NAS</u> I represent and promote the NAS. I influence and raise awareness by talking positively about autism and NAS services to a wider audience. I build relationships and use a range of effective persuasion and negotiation styles to champion the rights and needs of people living with autism. I search for and obtain the resources to fulfil these needs.	
	<u>I communicate effectively</u> I use appropriate methods, styles and language to communicate to different audiences. I communicate succinctly using clear language. I listen and take account of others' views and needs. I show understanding and use logic to communicate. I check that others have received and understood the intended message.	
	<u>I communicate effectively in writing</u> I use clear and succinct language with a high standard of grammar and spelling. I put my case positively, indicate clearly the purpose of communication and what is required from the reader. I tailor my communication to my audience to get my message across in the most effective way. I am aware of, and use, NAS brand guidelines.	
Person specification		
Criteria which will be used in shortlisting and selecting candidates.		
Criteria	Essential	Desirable
Skills/Abilities		
<ul style="list-style-type: none">• Good written and verbal communication skills with excellent attention to detail• Good IT skills, particularly with Word, Excel and databases• Proven ability to work on own initiative, be well organised, prioritise effectively and achieve results against deadlines• Ability to work collaboratively as part of a team• Ability to work in a non-confrontational non-directive way to ensure individual's needs are met.	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>✓</div>

Knowledge		
<ul style="list-style-type: none"> Knowledge and understanding of autistic spectrum disorders and the needs of young people with ASD An understanding of the principles of Health and Safety Knowledge and understanding of child development An understanding of the impact of complex needs and autistic spectrum disorders on learning styles. Knowledge and understanding of the requirements of the current National Curriculum. Knowledge and understanding of relevant legislative framework/ regulatory requirements. 	✓ ✓ ✓	✓ ✓ ✓
Experience		
<ul style="list-style-type: none"> Experience of working with young people with disabilities, including autistic spectrum disorders Experience or an interest in working with young people with complex needs including PDA, OCD and ADHD. 	✓	✓
Education & Certification		
<ul style="list-style-type: none"> GCSE Maths and English grade A – C or equivalent 	✓	
Context	Interfaces	
	Internal <ul style="list-style-type: none"> All school employees Children Residential staff SaLT Psychologists 	External <ul style="list-style-type: none"> Professionals Parents/ Carers Community Ofsted
	Environment	Work: Within school and various community settings as appropriate Travel: Occasional Hours: 37 hr per week Term time only
	Scope	
	Safeguarding responsibilities	The NAS is committed to safeguarding and promoting the welfare of all children and adults who use our services and as such expects all staff and volunteers to share this commitment.
	Salary Band: AS1	Date Reviewed: from March 2021