**JOB DESCRIPTION**

**Job Title:** Curriculum Access Practitioner for the Autism Support Centre and SEN Mainstream Students

**Location:** Tendring Technology College

**Hours of Work**: 30 hours per week 39 weeks per year

**Reports to:** Lead Teacher for Autism Support Centre

**Purpose of the Role:**

To work in partnership with Lead Teacher to support students in accessing the breadth of curriculum in a mainstream setting in line with the national curriculum, codes of practice and College policies and procedures

To promote and adhere to the Trust’s values to be unusually brave, discover what’s possible, push the limits and be big hearted.

**Responsibilities:**

* Liaise with the Lead Teacher
* To take responsibility for assisting the development, learning, progress and attainment of students, leading groups, on an individual basis or in a mainstream classroom.
* To maintain records of attainment and progress for students including communication and social interaction as well as academic.

***Key responsibilities pupil:-***

* To develop knowledge of the particular needs of the child and seek advice from the Lead Teacher, subject teacher and outside agencies as required.
* To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required.
* To make or modify resources as suggested and advised by the Lead Teacher, Educational Psychologist and other outside agencies.
* To be involved in the planning, preparation, delivery and assessment of activities in the Autism Support Centre
* Follow a behaviour plan
* To organise and maintain an inclusive learning environment both in the classroom and outside.
* To support the students during break and lunch times, creating an interactive environment.
* Motivate and encourage the pupil to have a go at activities they may be unsure of.
* Provide positive reinforcements, praise and rewards.
* Facilitate inclusion in small group activities with peers and support interaction between them.
* To attend in service training and meetings relevant to the post, in order to keep up to date with developments in working with students with special educational needs.
* Provide support and facilitate interaction with peers in the classroom and around college.
* To assist students with all aspects of personal hygiene.

***Key responsibilities College/Centres:-***

* To work as part of the team, to ensure that the well being and personal development of the students enhances their learning opportunities and life skills.
* To attend planning meetings with the Lead teacher to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning ,behaviour and communication skills.
* To provide regular feedback to the class teacher, Lead Teacher and relevant outside agencies about the pupil’s difficulties and progress.
* To contribute to pupils’ annual review by reporting and attending the statutory meeting.
* To foster links between home and college
* To participate in relevant professional development as deemed appropriate for the needs of the students.
* To understand and apply the College policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
* To maintain confidentiality and sensitivity to the students’ needs but have regard to the safeguarding procedures of the College.
* To carry out duties as directed by the Lead Teacher or senior staff.
* To support the Lead Teacher to create and maintain a centre of excellence for students with ASD.
* To keep up to date with all new and current thinking about ASD and model good practice and specialist teaching to colleagues as part of continuing CPD.
* To ensure the whole college safeguarding and well-being protocols are followed.

**Employee value proposition:**

We passionately believe that every child can discover their own remarkable life. It’s what motivates us around here. We know this vision requires something extra. Which is why at AET, you’ll find more. More opportunities, so you can forge your own path. More care and support, so you can prioritise what matters most. More purpose, for you and for the children we’re inspiring. Come inspire their remarkable with us.

**Our values:**

The post holder will be expected to operate in line with our values which are:

* Be unusually brave
* Discover what’s possible
* Push the limits
* Be big hearted

**Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment

2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive

5. This job description does not form part of the contract of employment.  It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

**Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

**PERSON SPECIFICATION**

**Job Title: Curriculum Access Practitioner - Autism Support Centre**

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| **General heading** | **Detail** | **Essential requirements:** | **Desirable requirements:** |
| **Qualifications** | Qualifications required for the role | * Have GCSE, ‘O’ Level or equivalent qualifications in maths and English. * A good standard of education in other subject areas * Be willing to gain a professional certificate in Autism | * Have GCE “A” levels or equivalent qualifications or higher * Hold a professional certificate in Autism |
| **Knowledge/**  **Experience** | Specific knowledge/  experience required for the role | * Have experience of working with students or adults with Autism Spectrum Conditions. * Experience of working in a school environment | * Have a qualification in Learning Support * Have experience in an Autism related area of need such as social development, fine and gross motor Co-ordination, Speech and Language, Social communication * Experience of planning and evaluating learning activities * Involved in planning programmes of learning for individuals, groups and whole class |
| **Skills** | Abilities | * To develop skills in an Autism related area of need such as social development, fine and gross motor Co-ordination, Speech and Language, Social communication * Good oral and written communication skills * Ability to use ICT effectively to support teaching and learning * Support the planning and delivering of the curriculum for students * Ability to work as part of a team * Calm and positive approach * High level of ability to relate well with children and adults * Sensitive to the needs of children and parents * Active listening skills * Ability to use own initiative when required * Committed to professional development |  |
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| Behaviours | Values | * Ability to demonstrate, understand and apply our values * Be unusually brave * Discover what’s possible * Push the limits * Be big hearted |  |
| Special Requirements |  | * Successful candidate will be subject to an enhanced Disclosure and Barring Service Check * Right to work in the UK * Evidence of a commitment to promoting the welfare and safeguarding of children and young people * A full driving licence and access to a vehicle to enable travel between college sites |  |