

LONDON BOROUGH OF LEWISHAM

JOB DESCRIPTION

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| Designation: | Teaching Assistant | Grade: | Scale 4 |
| Reports to (Designation): | Head of School Assistant Headteacher | Grade: | |
| School / Service: | Drumbeat | Section: | |

Main Purpose of the job:

Working under guidance of teaching staff to implement work programmes to individuals/groups of learners with ASD. This could include those requiring detailed and specialist knowledge in particular areas; assist in whole planning cycle and management/preparation of resources; provide cover for whole classes for short periods under an agreed system of supervision. Working under guidance of teaching staff: provide support in addressing the needs of pupils with ASD who need particular help to overcome barriers to learning. Attending to the pupils' personal needs and assisting in their social, health and personal hygiene.

SUMMARY OF RESPONSIBILITIES AND DUTIES

SUPPORT FOR PUPILS

1. Use specialist (curricular/learning) skills/training/experience to support pupils with ASD
2. Knowledgeable about 'tried and tested' approaches in working with children and young people with ASD
3. Provide visual support to learning, structured activities and clear routines for CYP with ASD
4. Assist with the development and implementation of IEPs
5. Establish productive working relationships with pupils, acting as a role model and setting high expectations
6. Promote the inclusion and acceptance of all pupils within the classroom
7. Support pupils consistently whilst recognising and responding to their individual needs
8. Use appropriate, positive approaches to Behaviour Management, as appropriate to learners with ASD
9. Understand and implement, when necessary, and as a last resort, appropriate approaches to physical intervention
10. Encourage pupils to interact and work co-operatively with others (where practicable) and engage all pupils in activities
11. Promote independence and employ strategies to recognise and reward achievement of self-reliance
12. Provide feedback to pupils in relation to progress, achievement and behaviour

- 13 Provide pastoral support to pupils
- 14 Receive and supervise pupils at times when they may not be able to work to a normal timetable
- 15 Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development
- 16 Participate in comprehensive assessment of pupils and recording of their progress
- 17 Assist the teacher with the development and implementation of individual Education/Behaviour/Support/Mentoring plans
- 18 Establish productive working relationships with pupils, acting as a role model
- 19 Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- 20 Provide information and advice to enable pupils to make choices about their own learning and behaviour
- 21 Challenge and motivate pupils, promote and reinforce self-esteem

SUPPORT FOR TEACHER

- 22 Work with the teacher to establish an appropriate learning environment for a children with ASD
- 23 Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- 24 Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- 25 Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- 26 Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- 27 Undertake marking of pupils' work and accurately record achievement/progress
- 28 Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- 29 Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility.
- 30 Liaise with feeder schools and other relevant bodies to gather pupil information, where appropriate
- 31 Work with pupils in other schools when engaged in outreach work
- 32 Support pupils' access to learning using appropriate strategies, resources etc.

- 33 Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- 34 Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- 35 Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
- 36 Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- 37 Assist in the development and implementation of appropriate behaviour management strategies for learners with ASD
- 38 Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- 39 Assist in the development, implementation and monitoring of systems relating to attendance and integration

SUPPORT FOR THE CURRICULUM

- 40 Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- 41 Implement literacy and numeracy programmes and make effective use of opportunities provided by other learning activities to support the development of literacy and numeracy skills
- 42 Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- 43 Help pupils to access learning activities through specialist support
- 44 Determine the need for, prepare and maintain general and specialist equipment resources
- 45 Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- 46 Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- 47 Determine the need for, prepare and use specialist equipment, plans and resources to support pupils with ASD
- 48 Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.

SUPPORT FOR THE SCHOOL

- 49 Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
- 50 Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate

- 51 Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop
- 52 Contribute to the overall ethos/work/aims of the school
- 53 Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- 54 Attend and participate in regular meetings
- 55 Participate in training and other learning activities as required
- 56 Recognise own strengths and areas of expertise and use these to advise and support others
- 57 Undertake planned supervision of pupils out of school hours
- 58 Supervise pupils on visits, trips and out of school activities as required

EQUALITIES

Ensure implementation and promotion in employment and service delivery of the Council's equal opportunities policies and statutory responsibilities.

To carry out the duties of the post with due regard to the Equal Opportunities Policy and core values.

Assist in carrying out the Council's environmental policy within the day to day activities of the post.

Undertake other duties, commensurate with the grade, as may reasonably be required.

Consideration will be given to restructuring the duties of this post for a disabled postholder

**THIS JOB DESCRIPTION MAY NEED TO BE AMENDED BY THE SCHOOL TO MEET THE
CHANGING NEEDS OF THE SCHOOL.**

PERSON SPECIFICATION

JOB TITLE: Teaching Assistant

GRADE: Scale 4

SCHOOL: Drumbeat

POST NO:

Note to Candidates

The Person Specification is a picture of the skills, knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the shortlisting and interview process for this post.

Those categories marked * will be used especially for the purpose of shortlisting.

If you are a disabled person, but are unable to meet some of the job requirements specifically because of your disability, please address this in your application. If you meet all the other criteria you will be shortlisted and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements.

Equal Opportunities

* Commitment to implement the Council's Equal Opportunities policies.
Awareness of Equal Opportunities issues.

Knowledge

* Knowledge of the needs of children and young people with ASD.
* Knowledge of successful 'tried and tested' practices in the field of teaching children and young people with autism.
* Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation around safeguarding.
* Working knowledge of aspects of curriculum in a special school for children with ASD.
* Working knowledge of physical care routines and personal needs of children and young adults, eg changing, toileting, help feeding, etc.
Understanding of principles of child development and learning processes, particularly in relation to CYP with ASD.

Skills

Proven ability to help plan, implement, record & evaluate work for pupils with SEN.
Can use ICT effectively to support learning.
Able to use other equipment technology – video camera, photocopier, etc.
Ability to self-evaluate learning needs and actively seek learning opportunities.
Ability to relate well to children and adults.
Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.

Experience

* Experience of working with children with Autism and Learning Difficulties.

General Education / Qualifications

* GCSE English and Maths qualifications.
* NVQ 3 teaching assistant or equivalent qualification or relevant experience.
* Evidence of relevant training in the field of Autism and evidence of successful implementation of what has been learned.

Personal Qualities

Enjoy working and being with CYP with ASD

Respectful of individual differences.

Circumstances

This post is exempt from the Rehabilitation of Offenders Act. Any criminal convictions will need to be declared if you are appointed. Candidates must demonstrate a commitment to promoting the safeguarding and wellbeing of children and young people.

Physical

Generally candidates must meet the standard Lewisham requirements for the post

EQUALITIES

Ensure implementation and promotion in employment and service delivery of the School's Equal Opportunities Policies and statutory responsibilities.