

Intervention Teaching Assistant

Department:	Education	Accountable to:	Assistant Head Teacher
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Purpose of the Post:

The purpose of this role is to offer targeted learning interventions to an identified cohort of our autistic pupils, through thoughtful planning and delivery, drawing on a range of resources to offer personalised learning opportunities that seek to enable progress in specific skill and subject areas. The role will work closely with our teaching team, using their assessment to

Duties and Responsibilities:

1. In consultation with Teachers, to identify pupils in need of targeted support in relation to their learning.
2. Draw on a wide range of programmes and resources to plan and deliver individualised programmes of support for specified pupils, developing key skills including:
 - Literacy, including phonics, reading, writing, speaking and listening
 - Numeracy
 - Knowledge and skills relating to specific subject areas
3. Record, monitor and evaluate intervention data to show impact and progress over time from start to end point. This should be communicated with teaching staff and parents/carers.
4. To enable pupils to access learning, using autism specific, individualised approaches, within both 1:1 and group learning situations.
5. To attend and contribute to classroom, curriculum, staff and other meetings as appropriate, including in-service training and mandatory training.
6. To co-operate with the Headteacher and staff at all levels in providing a caring, happy, safe and secure environment for pupils.
7. To foster and maintain good working relationships and full co-operation with members of staff, parents and professionals.
8. To play an active part in promoting good public relations in the locality so as to increase public awareness and support for the aims and objectives of Autism East Midlands.
9. Attend training activities and group supervision sessions led by specialist teams.
10. To liaise with families and external agencies in a professional manner and record appropriately within the bounds of confidentiality.
11. To maintain good links with parents through home school diaries, attendance at parents' meetings, home visiting, in consultation with the Class Coordinator and Teachers.
12. To encourage self-advocacy, respect and dignity at all times.

13. To work within equal opportunity guidelines whilst demonstrating diversity and respect for individual choices.
14. To protect pupils from danger, harm and abuse in accordance with current safeguarding adults and children legislation and be responsible for the general welfare and security of those within your care.
15. To understand and manage pupil behaviour, following physical intervention guidelines as defined by Autism East Midlands.
16. To bring to the attention of the Class Coordinator and Teachers any significant development and / or behavioural difficulties associated with a particular pupil.
17. To assist with supervision of pupils at break and mealtimes and fully participate in toilet training, personal hygiene and other aspects of the self-care programme.
18. In consultation with the Class Coordinator and Teachers, to maintain a good quality of physical environment, including the maintenance of equipment and organising designated display work.
19. To promote high standards of hygiene and welfare for the pupils within the class, liaising with senior staff as appropriate.
20. To ensure that your conduct within the community does not conflict with the professional expectations of Autism East Midlands.
21. Comply with Health and Safety, Fire Regulations and Autism East Midlands policies.
22. To carry out any other reasonable duties and responsibilities within the overall function commensurate with the grading and level of responsibilities of the post.

Equal Opportunities Statement

Autism East Midlands has a strong commitment to working towards the achievement of equality and opportunity in both service delivery and employment. Autism East Midlands mission statement and strategic objectives directly support these aims. All employees are required to actively support and implement Autism East Midlands Equal Opportunities Policies.

The post holder will be required to undertake such duties as may reasonably be expected. All members of staff are expected to be professional, co-operative and flexible within the needs of the post, the department and Autism East Midlands.

The postholder will be required to undergo and obtain a satisfactory Enhanced Disclosure and Barring Services check.

Personal Skills / Characteristics	Criteria	Method of Assessing
<u>1. Experience</u> 1.1 Experience of working with autistic pupils 1.2 Experience of delivering learning interventions and managing a small case load of pupils 1.3 Experience of managing behaviour that challenges	E E D	AF / I / S AF / I AF / I
<u>2. Qualifications and Training</u> 2.1 Record of completion of Teaching Assistant Qualification or relevant qualification/experience. 2.2 Literacy and Numeracy Level 2 / GCSE English and Maths Grade C or above or Grade 4 or above.	D E	AF / CQ / S CQ
<u>3. Special Skills and Knowledge</u> 3.1 Ability to read, understand and write clear and accurate reports 3.2 Ability to contribute to pupil records, reports, etc. 3.3 Understanding of autism spectrum condition 3.4 Commitment to working in partnership with parents 3.5 Working knowledge of Makaton signing and symbols / use of visual clarification systems 3.6 Awareness of Health & Safety practice 3.7 IT skills, e.g., Microsoft office, accessing & using email / internet, along with ability to read and evaluate data using Excel or other processing systems 3.8 Ability to contribute and implement programmes of work in consultation with the Class Teacher 3.9 Experience of leading on interventions and tracking outcomes in relation to the interventions	E E E E D D E D E	AF / I AF / I AF / I I AF / I AF / I I AF / I / S AF / I / S
<u>4. Personal Qualities</u> 4.1 Ability to work as a member of a team and on own initiative 4.2 Punctual, reliable with high professional standards 4.4 Understanding of Equality & Diversity 4.5 Commitment to objectives of Autism East Midlands	E E E E	AF / I / S AF / I I I

4.6 Good organisational skills	E	AF / I
4.7 Ability to work flexibly to meet demands of the service, e.g., work location, time tabling, age range	E	AF / I / S
4.8 Maintain professional relationships at all times	E	I
4.9 Commitment to undertake further training and continued professional development	E	AF / I / S
4.10 A commitment to safeguarding and prioritising the welfare of children and young people	E	AF / I

D = Desirable E = Essential

Disability Discrimination Act 1995

The ways in which a disabled person meets the criteria for a post must be assessed as they would be after any reasonable adjustments required had been made. If appropriate, disabled candidates should indicate on the application form if they have needs which should be considered at the short-listing stage.

Short listing will solely be from the completed application form only, against the criteria marked "S", therefore you **must** ensure these areas have been demonstrated on the application form. It is not sufficient to state, for example, "I have knowledge of domestic skills". Please refer to 'Guidance Notes – Employment Application Form'.

SHORT LISTING PANEL:

KEY:	AF = Application Form	CQ = Qualification Certificate	I = Interview	S = Short listing
1.		2.	3.	Interview Offered: YES <input type="checkbox"/> NO <input type="checkbox"/>