



CROFTON ACADEMY JOB SPECIFICATION

Post Title: Higher Level Learning Support Assistant (Autism)

Reporting to: SENCO

Location: Crofton Academy

Grade: 7

Overall Purpose of the Post:

- To undertake work and responsibilities in line with the Standards for Higher Level Learning Support Assistants.
- To contribute to planning, preparing and delivery of agreed interventions and support programmes to individuals or groups of pupils.
- To coordinate provision for students with Autism Spectrum Condition in conjunction with the Senco.
- To advance pupils learning in a range of classroom settings.
- To use behaviour management strategies effectively and in line with the school's policy and procedures, that contribute to a purposeful learning environment.
- To be responsible for the development of staff, including sharing best practice as appropriate.
- To promote the inclusion of all pupils ensuring they have equal access to opportunities to learn and develop.
- To be responsible for promoting and safeguarding the welfare of children and young people within the school.

Key Responsibilities

Supporting Learning

- To lead on promoting inclusion and acceptance of all students in the school, including those with any learning, physical, social or emotional difficulties.
- To assist with classroom teaching, supporting children with specific needs to facilitate their understanding of mainstream teaching and learning.
- To identify and assess the needs of individual children and assist with the development of learning support plans.
- To work with the SEN team and other teachers to design and implement Learning Support Plans and develop resources for students who have Special Educational Needs (SEN).
- To plan, deliver and assess small-group teaching and interventions.

- To undertake monitoring and assessment of pupils' work, modifying approaches to learning accordingly.
- To monitor the 'whole child', including the social and emotional well-being of vulnerable students.
- Liaise with outside agencies and other professionals to inform the planning and delivery of effective supplementary interventions and/or therapies (such as Speech and Language, Occupational Therapy).
- To assist in creating materials for curriculum delivery and display boards.
- To assist with whole class teaching where appropriate.
- To reinforce Academy expectations at all times and challenge poor behaviour within and outside the classroom.
- To provide off-site community based opportunities for students, if appropriate to the job assignment.
- To assist students' achievement outside of the classroom, e.g. library.
- To support extracurricular activities including homework support, supported lunchtime and after-school enrichment activities.

Supporting teachers and families:

- Within an agreed system of supervision, to work with the teacher to develop lessons, work plans and the classroom environment.
- To contribute to maintaining and analysing records of pupils progress.
- To support the evaluation of learners progress using a range of assessment techniques and feedback the achievements of pupils to colleagues through the agreed monitoring systems.
- To establish, develop and maintain constructive relationships with parents/carers by supporting their role in pupil's learning; providing constructive feedback on pupil's progress and achievements; facilitating their support for their child's attendance and supporting home to school/community links.
- To work within an agreed system of supervision with small groups of children and to take responsibility for their learning.
- Delivering learning and directing LSAs in the classroom to ensure that the learning objectives are achieved.

Supporting the school:

- To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.
- To contribute to overall ethos/work/aims of the school.
- To establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- To take a lead role in the whole school for Autism and any other specialist area and share expertise and skills with others.
- To attend and participate in regular meetings, and in training and development opportunities as appropriate.
- Liaising between managers/teaching staff and Learning Support Assistants.

To undertake line management responsibilities where appropriate including:

- Managing other Learning Support Assistants and holding regular team meetings, if required by the SENCO.
- Representing Learning Support Assistants at teaching staff/management/other appropriate meetings.
- Undertaking recruitment/induction/appraisal/training/mentoring for other Learning Support

Assistants as required.

- To work with the Line Manager about timetable arrangements, and when appropriate, be responsible for arranging cover when Learning Support Assistants are absent.
- To work with the SENCO in supporting and maintaining the appraisal system for Learning Support Assistants.
- To undertake the invigilation of tests.

Cover

- Where required, to cover for absent colleagues and ensure that the school runs smoothly.
- Other support, for example, supporting social groups as required.
- To supervise students in communal areas at break times.
- To assist with follow-through for related services, e.g., speech/language therapy, occupational therapy, physical therapy.
- To maintain student and family confidentiality.
- To attend regular meetings and training, as required.
- To maintain stock supplies and distribute as required.
- Provide administrative support for attached faculty which, at times, may be out of school hours
- Academy Culture.
- Support the Academy’s values and ethos by contributing to the development and implementation of policies, practices and procedures.
- Help create a strong Academy community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- Help develop an academy culture and ethos that is utterly committed to achievement.
- Support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required.
- Vision aligned with Crofton Academy’s high aspirations and high expectations of self and other.

Other

- First Aid and Invigilation as required (and support with Exam Access Arrangements)
- To undertake other reasonable duties as directed by Line Manager/SLT/ Headteacher.

	Essential	Desirable
Qualifications and Abilities	<ul style="list-style-type: none"> • Specific qualifications and/or training in ASD • Good written and spoken English – GCSE grade C or equivalent • A Higher Level Teaching Assistant qualification (or training towards) • Accredited training in ASD (e.g., TEACHH approach; Behaviour Management; Writing Social Stories; Visual Communication System) • Working knowledge of a range of software packages • Current experience of using ICT to support learning 	<ul style="list-style-type: none"> • First Aid

	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Recent experience of successfully working with children with ASD / ADHD complex needs who are integrated into a mainstream setting. • Experience of planning for specific learning activities • Evidence of monitoring progress and impact of programmes 	<ul style="list-style-type: none"> • Experience in creating highly differentiated programmes, timetables, behaviour contracts • Experience in using total communication approach (including the setting up of visual communication systems) • Use of a sensory learning environment
Skills and Qualities	<ul style="list-style-type: none"> • Sound knowledge of the theoretical framework of appropriate interventions for pupils with ASD in an inclusive mainstream setting • Excellent behaviour management techniques and ways of overcoming barriers to learning • Ability to establish and maintain firm and consistent boundaries • Creativity and imagination – ability to adapt to the needs of the child • An excellent and engaging communicator • Ability to build and form good working relationships with children, parents/carers colleagues and professionals • Excellent organisational skills and ability to meet deadlines • Ability to work on own initiative, and prioritise between conflicting demands 	<ul style="list-style-type: none"> • Experience of running groups under the teacher's supervision • Ability to place a lead role in guiding mainstream colleagues in implementing Autism-friendly strategies • A commitment to undertaken further specialist training as required • Willingness to be involved in extra-curricular activities • Good record of health and attendance • Confident use of ICT
Equal Opportunities	<ul style="list-style-type: none"> • Commitment to the School's Equal Opportunities Policy, Special Needs Code of Practice, Disability Discrimination Act, and Every Child Matters • Commitment to the Safeguarding Practices and Procedures 	
Disposition	<ul style="list-style-type: none"> • To be interested in children as individuals and how they learn • To display a warm and approachable demeanour • Exhibit a flexible approach and sense of humour • Be empathetic and sensitive to differing viewpoints • To display a professional manner at all times, and in various contexts • To be resilient and assertive • To take a full and active role in the life of the whole school 	<ul style="list-style-type: none"> • Ability to converse with parents in a friendly and constructive manner

Characteristics of the post:

You may be asked to be flexible in approach towards students' needs and where appropriate:

- Assist with personal care needs of pupils as appropriate.
- Carry out physiotherapy programmes set out by therapists and participate in physiotherapy training.
- Work with outside agencies e.g. physiotherapists, occupational therapists, wheelchair services etc.
- manual handling to include:
 - Participation in moving and handling training
 - Carrying out safe manual handling of pupils with physical needs
- Monitor safe use of therapy equipment.

The ability to attend meetings as required by the Headteacher/Line Manager.

Employees are encouraged to participate in training activities in order to enhance their own personal development.

Responsibilities for Resources

People – as directed by the SENCO

Budgets – None

Physical resources – effective use of learning materials and resources

Employment checks required of this post:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications
- Two satisfactory references
- Evidence of a satisfactory safeguarding check eg, and Enhanced DBS Disclosure
- Confirmation of medical clearance for employment
- Registration with appropriate bodies (where applicable)

Date Completed: June 2016

Signature of Postholder:

Date:

This is a description of the job as it exists at present; All Academy Job Specifications are reviewed and are liable to variation in consultation with the post-holder in order to reflect future developments, roles and organisational change.