

JOB DESCRIPTION – Teaching Assistant (Qualified)

Department	Teaching Assistant
Accountable to	Headteacher / Deputy Head / Senior Teacher/ Teacher/ Class Co-ordinator

Purpose of the Post:

To be responsible for providing support for autistic pupils.

To support Teachers in providing and developing a high-quality specialist education to address the specific individual needs of pupils.

Duties and Responsibilities:

1. To co-operate with the Headteacher and staff at all levels in providing a caring, happy, safe and secure environment for pupils.
2. To foster and maintain good working relationships and full co-operation with members of staff, parents and professionals.
3. To play an active part in promoting good public relations in the locality to increase public awareness and support for the aims and objectives of Autism East Midlands.
4. In consultation with Teachers, plan and implement programmes of work for pupils for whom specific responsibility is given.
5. To support pupils to enable them to access learning, using autism specific, individualized approaches, both with 1:1 and group learning situations.
6. To attend and contribute to classroom, curriculum, staff and other meetings as appropriate, including in-service training and mandatory training.
7. To support pupils in a range of community settings, including college links.
8. To liaise with families and external agencies in a professional manner and record appropriately within the bounds of confidentiality.
9. To contribute to individual pupil records, reports, etc., in consultation with the Class Teacher and specialist staff.
10. To maintain good links with parents through home school diaries, attendance at parents' meetings, home visiting, etc., in consultation with the Class Coordinator and Teachers.
11. To always encourage self-advocacy and respect dignity.
12. To work within equal opportunity guidelines whilst demonstrating diversity and respect for individual choices.

13. 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.
14. To understand and manage pupil behaviour, following physical intervention guidelines as defined by Autism East Midlands.
15. To bring to the attention of the Class Coordinator and Teachers any significant development and / or behavioural difficulties associated with a particular pupil.
16. To assist with supervision of pupils at break and mealtimes, etc., and fully participate in toilet training, personal hygiene and other aspects of the self-care programme.
17. 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.
18. To promote high standards of hygiene and welfare for the pupils within the class, liaising with senior staff as appropriate.
19. To ensure that your conduct within the community does not conflict with the professional expectations of Autism East Midlands.
20. To undertake other duties appropriate to the position as delegated by the Headteacher / Senior Leadership Team.
21. Conform with health and safety requirements set in legislation and adhere to safe working practices, health and safety policies and other policies and procedures of Autism East Midlands.
22. Comply with Health and Safety, Fire Regulations and Autism East Midlands policies.
23. 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.

PERSON SPECIFICATION – Teaching Assistant (Qualified)

Personal Skills / Characteristics	Criteria	Method of Assessing
1. Experience		
1.1 Experience of working with autistic pupils	D	AF / I / S
1.2 Experience of working with autistic pupils or related communication difficulties	D	AF / I
1.3 Experience of or potential for managing behaviour that challenges	D	AF / I
2. Qualifications and Training		
2.1 Relevant qualification, e.g., NVQ Level III in Health & Social Care or Early Years Care and Education, recognised Teaching Qualification, BTEC Diploma, CACHE Diploma, Teaching Assistant, or combination as identified on the Qualification Matrix	E	AF / CQ / S
2.2 Literacy and Numeracy Level 2 / GCSE English and Maths Grade C or above	E	CQ
3. Special Skills and Knowledge		
3.1 Ability to read, understand and write clear and accurate short reports	D	AF / I
3.2 Ability to contribute to pupil records, reports, etc.	D	AF / I
3.3 Understanding of autism spectrum condition	D	AF / I
3.4 Commitment to working in partnership with parents	D	I
3.5 Working knowledge of Makaton signing and symbols / use of visual clarification systems	D	AF / I
3.6 Awareness of Health & Safety practice	D	AF / I
3.7 IT skills, e.g., Microsoft office, accessing & using email / internet	D	I
3.8 Ability to contribute and implement programmes of work in consultation with the Class Teacher	D	AF / I / S
4. Personal Qualities		
4.1 Ability to work as a member of a team and on own initiative	D	AF / I / S
4.2 Punctual, reliable with high professional standards	E	AF / I
4.4 Understanding of Equality & Diversity	E	I
4.5 Commitment to objectives of Autism East Midlands	E	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 ? NO ?

Qualification Matrix:

Acceptable Teaching & Learning Qualifications: Teaching Assistant - Primary / Secondary / Special Schools			
Teaching Assistant Level 2	2/3	BTEC First Certificate in Children's Care, Learning and Development	
		BTEC First Diploma in Children's Care, Learning and Development	
		Certificate for Teaching Assistants	NOT home/distance learning certificates or diplomas unless NQF / QCF approved or RQF from 2015 which will be clearly shown on the certificate
		Certificate in Childcare and Education	
		Certificate in Children's Care, Learning and Development	
		Certificate in Learning Support	
		Certificate in Supporting Teaching and Learning in Schools	
		Certificate for the Children and Young People's Workforce	Qualification acceptable but will be superseded by the Level 2 Diploma for the Early Years Practitioner from 1 st September 2019
		Diploma in Childcare and Education	
		Extended Certificate in Supporting Teaching and Learning in Schools	
		NVQ or SVQ for Teaching Assistants	NOT home/distance learning certificates or diplomas unless NQF / QCF approved or RQF from 2015 which will be clearly shown on the certificate
		NVQ in Childcare and Education	
		NVQ or SVQ in Children's Care, Learning and Development	
		NVQ or SVQ Supporting Teaching and Learning in Schools	
		Certificate in Teaching Assistant Apprenticeship Level 3	Pass, Merit or Distinction in competency to undertake the role which has been independently assessed

Acceptable Teaching & Learning Qualifications: Teaching Assistant - Primary / Secondary / Special Schools			
Teaching Assistant Level 3	3	BTEC Diploma in Childcare and Education	
		BTEC National Award in Children's Care, Learning and Development	
		BTEC National Certificate in Children's Care, Learning and Development	
		BTEC National Diploma in Childcare and Education	
		BTEC National Diploma in Children's Care, Learning and Development	
		BTEC Level 3 Certificates/Diplomas	
		Certificate for Teaching Assistants *	* Where the postholder has also achieved the Level 3 Certificate in Foundation Stage Practice from Sept 2014 NOT home/distance learning certificates or diplomas unless NQF / QCF approved or RQF from 2015 which will be clearly shown on the certificate
Teaching Assistant Level 3	3	Certificate in Child Care and Education	
		Certificate in Children's Care, Learning and Development [CCLD]	
		Certificate in Supporting Teaching and Learning in Schools	
		Diploma in Child Care and Education	
		Diploma in Specialist Support for Teaching and Learning in Schools	
		Diploma in Support Work in Schools *	* Where the holder has also achieved the Level 3 Certificate in Foundation Stage Practice from Sept 2014
		HNC Child Care and Education	
		Level 3 Teaching Assistant Apprenticeship Qualification	
		National Diploma in Specialist Support in Teaching and Learning	
		NVQ or SVQ for Teaching Assistants	
		NVQ or SVQ in Childcare and Education	
		NVQ or SVQ in Supporting Teaching and Learning in Schools	
		NVQ or SVQ in Children's Care, Learning and Development	