JOB DESCRIPTION

POST: Specialist PLC Teaching Assistant

RESPONSIBLE TO: Deep Support manager

GRADE: 2

Overall Purpose of the Post

To facilitate the educational progress and attainment of students which complements the professional work of teachers by taking responsibility for agreed learning activities under an established system of supervision.

To support the PLC & Choices Manager with the academic and social education of children who require alternative provision and support outside of the mainstream classroom. .

Main Duties and Responsibilities

- Take responsibility for a caseload of students who are accessing the PLC during structured or unstructured time;
- Use detailed knowledge of students with SEN needs & SEMH coupled with high quality skills, to support students' educational progress and attainment;
- Support all students' Social, Emotional and Mental Health to safeguard their wellbeing;
- Deliver intervention programmes to individuals and small groups both with and without special educational needs by preparing relevant and appropriate learning experiences in conjunction with the directorate staff.
- Liaise sensitively and effectively with parents and carers with regards to their role in students' educational and life skills progress, ensuring confidentiality is respected;
- Be familiar with age related expectations of students, the main teaching methods and assessment framework in the relevant subjects;
- Establish professional, productive working relationships with students;
- Implement and support the review of Individual Education/Pastoral/Support Plans and/or EHCPs;
- Liaise with students, teaching staff and other team members to promote students' attainment, life skill targets and/or EHCP outcomes;
- Provide case studies, pen portraits and reports for students to evidence impact of the support you have provided;
- To provide assistance to the PLC, Harbour, Inclusion and LRC as required;
- Produce differentiated Learning Resources for students with SEN;
- Provide feedback and support to students in relation to progress, achievement and how to modify poor behaviour choices;
- Work with students, staff and parents / carers to ensure successful re-integration into lessons where appropriate;
- Undertake activities with individuals, groups or whole classes to facilitate their physical, emotional, social and educational development;
- Assist in the supervision of students at lunch / break / after school;

- Administer & assess tests and mark students work liaising effectively with teaching staff and the blended learning manager;
- Organise and manage appropriate learning environment and resources in conjunction with the teacher where appropriate inside or outside of the classroom;
- Be involved in organising events and creation of visual displays;
- Within an agreed system of supervision, prepare a range of teaching and intervention resources that meet the diversity of students' special educational needs;
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence;
- Record progress and achievement in lessons/activities, providing evidence of range and level of progress and attainment;
- Encourage and give confidence to enable student independence in learning;
- Administer routine assessment tests, provide approved examination/test support, including undertaking invigilation, to accommodate student needs for exam access arrangements;
- Attending meetings, briefings and CPD as required to secure effective team working relationships and the development of skills;
- Undertake training to assist students' meeting their medical and/or care plan agreements, to provide assistance with personal care, where appropriate, and to enable the students to have full access on school trips/visits;
- Being punctual and ensuring students are ready for learning
- Facilitate smooth transition between educational phases;

Additional Responsibilities

- Deal with any immediate problems or emergencies according to the academy's policies and procedures;
- Respect confidential issues linked to home/students/teacher/academy work;
- Fire Marshall duties in the case of fire and/or emergency evacuation where applicable;
- To comply with the academy's Child Safeguarding Procedures, including regular liaison with the academy's Designated Child Safeguarding Person over any safeguarding issues or concerns;
- To comply with the academy policies and procedures at all times;
- To cover various Inclusion duties in the event of sickness or absence, under the direction of the Deep Support lead, to enable a continuation of business need and statutory compliance on behalf of the student;
- Undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

Personal Contacts

External: Contractors, suppliers, parents, external agency professionals, other government and local authority staff, other staff from academies and schools.

Internal: Students, staff, Governors/Board members, parents and any other visitors to the Academy

This job description may be subject to change, following consultation between the postholder and the academy.

PERSON SPECIFICATION

Qualifications	**Essential / Desirable**
Level 2 maths and English at C grade or equivalent	**E**
Evidence of recent training and qualification in Autistic Spectrum Disorder and Social Emotional Mental Health needs	**D**
Training in Cognitive Behaviour Therapies	**D**
Counselling qualification or training	**D**
Level 1 safeguarding	**E**
Experience	**Essential / Desirable**
Proven impact of improving the life chances of children or young people with ASD SEMH	**D**
Development and delivery of individualised packages of education – both academic and social and emotional aspects of learning	**D**
Led training to other staff in strategies to support ASD / SEMH	**D**
Knowledge of the complex issues and co-morbidities associated with ASD such as ADHD, Attachment Disorder etc.	**E**
Understanding of how to analyse simple data and use of spreadsheets	**E**
Good working knowledge of Microsoft Office suite	**E**
Qualities	**Essential / Desirable**
Strong behaviour management	**E**
Compassion and an ability to listen	**E**
Have a ‘no excuses’ attitude to achievement	**E**
Excellent written communication skills	**E**
Works effectively and contributes to a team ethos	**E**
Evidence of a commitment to continuous professional development	**E**