

<b>Post Title</b>	Senior Teaching Assistant – ASC Support & Intervention
<b>JD Ref No</b>	LPSTA(ASC)
<b>Responsible To</b>	Headteacher / SENCO
<b>Grade</b>	Grade 7

<b>Purpose</b>	<ul style="list-style-type: none"> <li>To provide and co-ordinate effective interventions with a particular focus on developing strategies of supporting students with ASC.</li> <li>Linking closely with the current senior posts to support areas of SEND where additional capacity is needed at key times.</li> <li>To work alongside all senior roles within the school to deliver and co-ordinate interventions which enhance the progress and learning of key skills including SEMH needs for students who have a wide range of special educational needs.</li> <li>To support the teaching staff in enabling the students to gain independence, participate fully in the curriculum and the general life of the academy.</li> <li>To build trusting and supportive relationships with parents and external agencies.</li> <li>To be adaptable, have empathy and follow the academy behaviour policy.</li> <li>Using specialist experience and knowledge assist the teacher in planning for inclusion including the preparation of differentiated resources.</li> <li>Using specialist experience and knowledge assist the teacher in planning for specific learning needs centered around ASC.</li> </ul>
<b>Specific Responsibilities</b>	<ul style="list-style-type: none"> <li>To deliver, monitor and evaluate ASC interventions and actions.</li> <li>To advise on support strategies and successful methods of differentiation which can be used in the classroom.</li> <li>Assist with the research and development of resources and programmes of work to support across the curriculum, with an emphasis on the needs of students with ASC.</li> <li>To support integration of students from the Resourced Provision (RP) to the classroom.</li> <li>To advise colleagues on successful classroom support strategies and next step targets for identified students.</li> <li>To liaise closely with the SENCO</li> </ul>
<b>Support for Pupil</b>	<ul style="list-style-type: none"> <li>To act as a Principal Keyworker for students in the RP placements to co-ordinate communication regarding individual student needs.</li> <li>To plan for and deliver proven, effective intervention for students with ASC.</li> <li>To ensure that changes and additions to support strategies are cascaded efficiently to relevant teaching and support staff</li> <li>Supervise and provide particular support for students with special needs, ensuring their safety and access to learning activities.</li> <li>Establish constructive relationships with students and interact with them according to individual needs, acting as a role model and setting high expectations</li> <li>Promote the inclusion and acceptance of students</li> <li>Encourage students to interact with others and engage in activities led by the teacher</li> <li>To set high expectations for participation, learning and behaviour in and out of the classroom, assisting with resolving the behavioural and emotional needs of children</li> <li>Provide feedback to students in relation to progress, achievement and next step targets</li> <li>To provide effective feedback and contribute to meetings as identified.</li> <li>Participate with students in 1:1, in small groups or classroom situations</li> <li>Collaborate with key staff on the development and implementation of individual educational / Learning action plans and personal care plans</li> </ul>

	<ul style="list-style-type: none"> <li>To follow Passport provision guidance and strategies</li> <li>To accompany students on organised academy visits as appropriate</li> <li>Undertake planned supervision of students out of academy hours learning activities, including residential visits</li> <li>To support and develop provision for students in the RP.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Support for Teacher</b></p>	<ul style="list-style-type: none"> <li>To develop a mutually supportive relationship with teaching staff</li> <li>Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and teacher direction.</li> <li>To be involved in collaborative planning with teaching staff to ensure effective use of support</li> <li>To advise the teaching staff on the individual needs of particular students</li> <li>To act as principle keyworker in target setting meetings for students Passports</li> <li>To deliver the identified support and intervention in 1:1, small group and classroom situations</li> <li>Monitor and evaluate student's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.</li> <li>Provide objective and accurate feedback and reports as required e.g. to the teacher of students' achievement, progress etc., to the Learning Support Assistant Team Leader for the annual review process</li> <li>Collate and record evidence of progress as appropriate</li> <li>Be responsible for keeping and updating records and contributing to reviews of systems/ records as requested</li> <li>Use specialist skills, training and experience to assist with the teaching and learning of students, recognising and responding to their individual needs</li> <li>Assess the needs of students and use detailed knowledge and specialist skills to support students learning</li> <li>Advise on appropriate deployment and use of specialists aids, resources and equipment</li> <li>To support teacher planning and the creation of resources for students in the RP.</li> <li>To work collaboratively with the teacher in implementing the Academies behaviour and consequences system and encourage students to take responsibility for their own behaviour</li> <li>Provide exam access support</li> <li>Contribute to meetings with parents and other professionals</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Support for Curriculum</b></p>	<ul style="list-style-type: none"> <li>Implement agreed learning activities/ teaching and intervention programmes, adjusting activities according to student responses</li> <li>Help students to access learning activities through differentiated tasks.</li> <li>Undertake programmes linked to local and national learning strategies e.g EEF SEMH and well-being.</li> <li>Support the use of ICT in learning activities and develop students competence and independence in its use, including the use of specialist programmes</li> <li>Determine the need for, prepare and maintain general and specialist equipment and resources</li> <li>To develop the RP curriculum alongside the teacher and SENCO including preping specialist resources for the students with ASC in the RP.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Support for Academy</b></p>	<ul style="list-style-type: none"> <li>To abide by the Duty of Care policies and procedures</li> <li>To attend relevant INSET</li> <li>Attend Staff Briefings/Meetings where appropriate.</li> <li>Participate in training and other learning activities and performance development as required</li> <li>Contribute to the overall ethos/work/aims of the academy</li> <li>Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person</li> </ul>

	Essential	Desirable
<b>Qualifications/Training (Competencies)</b>	<ul style="list-style-type: none"> <li>NVQ Level 3 for Teaching Assistants or</li> <li>NVQ Level 3 Childcare in Education or</li> <li>Other qualification or experience deemed to be equivalent</li> <li>Literacy, Numeracy intervention qualification or relevant experience in the successful delivery of such interventions.</li> <li>GCSE or equivalent Grade C/4 in English and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>Additional specialist qualification in Education</li> <li>Training in relevant strategies for literacy, numeracy intervention.</li> <li>An understanding of the English and Maths Curriculum.</li> <li>Experience and/or additional qualification and knowledge of ASC</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Up to date knowledge and understanding of the practices and procedures within education relating to the welfare, safety and education of students.</li> <li>Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies</li> <li>Awareness of practices and procedures within education relating to the welfare, safety and education of children</li> <li>Understanding of principles of child development and learning processes</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of other services to young people other than education</li> <li>Experience and/or additional qualification and knowledge of ASC</li> </ul>
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>A minimum of 2 years recent, relevant experience, which demonstrates the post holder has applied a wide range of strategies supporting students and successful experience of delivering education programmes over a longer period, e.g. 6-8 weeks with minimum supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in a classroom as a teaching assistant.</li> <li>Experience of working in a classroom setting</li> </ul> <p>Experience and/or additional qualification and knowledge of ASC</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Ability to relate well to children and adults.</li> <li>Able to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.</li> <li>Able to prioritise tasks and act on own initiative.</li> <li>Able to motivate and encourage students to develop to their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>First Aid qualification</li> <li>Able to work under pressure with good organisation skills due to the diverse nature of the post</li> </ul>

<b>ADDITIONAL INFORMATION</b>	<ul style="list-style-type: none"><li>• Requirement for some out of school activity, working additional weeks during school closures to support specific activities or events as appropriate</li><li>• The postholder may be required to work at other schools within the Trust. A valid driving licence/ability to travel independently may be necessary to fulfil this role.</li><li>• It is the practice of this school periodically to examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the school's aim to reach agreement on any alterations. If this is not possible the Headteacher reserves the right to insist on changes to job descriptions after consultation.</li><li>• All external appointments are subject to Cumbria Education Trust's standard probation periods and assessment</li></ul>
<b>SAFEGUARDING</b>	<p>Applicants for all posts must be willing to undergo safeguarding screening appropriate to the post.</p> <p>Cumbria Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p> <p>All staff members are required to complete an enhanced DBS disclosure.</p>

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