



## Ernulf Academy

### PERSON SPECIFICATION

March 2015

#### POST: TEACHING ASSISTANT (COMMUNICATION)

	ESSENTIAL	DESIRABLE
<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>▪ Good interpersonal skills.</li> <li>▪ Good organisational skills.</li> <li>▪ Good written skills.</li> <li>▪ Ability to work using own initiative.</li> <li>▪ A good team player.</li> <li>▪ Ability to work in a pressurised environment whilst remaining calm and keeping the needs of the student as central.</li> </ul>	<p>A/R/I A/R/I R/I R/I A/R/I A/R/I</p>	
<p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>▪ Employment as a Teaching Assistant in a secondary school.</li> <li>▪ Experience of supporting students in an educational setting.</li> <li>▪ Experience of supporting people who are on the autistic spectrum</li> <li>▪ Knowledge and/or experience of TEACCH and PECs</li> </ul>		<p>A/R/I A/R/I A/R/I A/R/I</p>
<p><b>EDUCATION/QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>▪ GCSE, or equivalent qualification, in Mathematics and English.</li> <li>▪ Evidence of further educational attainments.</li> <li>▪ Teaching Assistant qualifications.</li> <li>▪ Autistic Spectrum qualifications</li> </ul>	<p>A/I</p>	<p>A/I A/R A/I</p>
<p><b>OTHER</b></p> <ul style="list-style-type: none"> <li>▪ Ability to work flexible hours on occasions.</li> <li>▪ Need for accuracy and attention to detail.</li> <li>▪ Personal characteristics necessary to meet the professional standards detailed in the job description for this position.</li> <li>▪ Good sense of humour.</li> </ul>	<p>A/I R/I A/R/I  A/R/I</p>	

**Key:** A = Assessed by Application R = Assessed by Reference I = Assessed by Interview



# THE ST NEOTS LEARNING PARTNERSHIP

## Ernulf Academy

<b>Post Title</b>	Teaching Assistants (Communication)
<b>Post Holder</b>	
<b>Reporting to</b>	Teacher in Charge of the Cabin and, on an everyday basis, Communication Support Assistant
<b>Salary Scale</b>	Level 1A – Points 8 - 10
<b>Context</b>	Teaching Assistants (Communication) at Level 1A support the classroom teacher and Communication Support Assistant to facilitate the active participation of children based in our Austistic Spectrum Unit (Cabin) in the academic and social activities of the school. They promote participation and engagement in mainstream lessons.
<b>Responsibilities:</b>	<p><b>Support for Students</b></p> <ul style="list-style-type: none"> <li>• under the direction of the teacher, carry out pre-determined tasks to support student learning;</li> <li>• establish and maintain supportive relationships with individual students or small groups to ensure they understand and can achieve the tasks;</li> <li>• take responsibility for and support as required an individual student on the autistic spectrum;</li> <li>• provide learning support as required for children with special needs or where English is not their first language;</li> <li>• help with the care and support for students, including attending to their emotional and/or physical care needs;</li> <li>• support inclusion in the classroom, ensuring all students (and your key student) feel involved with tasks and activities;</li> <li>• under the direction of the Communication Support Assistant, carry out pre-determined tasks to support your key student's attendance in mainstream lessons;</li> <li>• provide support for break, lunch and after school activities in the Cabin.</li> </ul> <p><b>Support for the Curriculum</b></p> <ul style="list-style-type: none"> <li>• under the direction of the teacher, support the school curriculum, including literacy and numeracy activities;</li> <li>• support the use of ICT in the curriculum;</li> <li>• support the use of specialised programmes related to autism (eg PECS) in the classroom.</li> </ul> <p><b>Support for the Teacher</b></p> <ul style="list-style-type: none"> <li>• provide information to help the class teacher plan appropriate work programmes suitable for a student on the autistic spectrum;</li> <li>• help to prepare the learning environment for use and advise the teacher on an appropriate environment for your key student;</li> <li>• contribute to the management of student behaviour and take control of minor situations to allow the teacher to continue the lesson;</li> </ul> <p><b>Support for the School</b></p> <ul style="list-style-type: none"> <li>• develop and maintain effective working relationships with other staff;</li> <li>• contribute to the maintenance of a safe and healthy environment;</li> <li>• attend and actively participate in staff meetings;</li> <li>• attend and actively participate in staff training related to autism;</li> <li>• provide support for school events, eg school plays, events.</li> </ul> <p style="text-align: right;"><i>Updated: April 2016</i></p>

<p><b>Other Specific Duties:</b></p>	<ul style="list-style-type: none"> <li>• have full regard to all aspects of the Academy's Health and Safety policy and secure appropriate practice in those areas for which responsibility is held;</li> <li>• safeguard and promote the well-being of students and staff in all aspects of the performance of this role;</li> <li>• follow Child Protection and other agreed procedures, eg relating to the organisation of trips and visits and the ordering of goods;</li> <li>• undertake such other duties as the Headteacher may reasonably require.</li> </ul>
<p><b>Updating</b></p>	<p>The job description will be reviewed and updated periodically in order to ensure that it reflects accurately the nature of the role in the context of in-school and other developments. The process may be initiated by the Headteacher or the Postholder. It will always be the aim to reach agreement on reasonable changes but, if agreement is not possible, the Governing Body (represented by the Headteacher) reserves the right to make changes following consultation.</p>

**Signatures**

Signed: \_\_\_\_\_ ( Post Holder )

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ ( Head Teacher )

Date: \_\_\_\_\_