

Job Title:	Learning Support Assistant – ASD Provision	Job Category:	Support
Department/Group:	LSA	Job Code/ Req#:	ASDLSA1
Location:	Biggleswade Academy	Travel Required:	No
Level/Salary Range:	Level 2A point 3 (10)	Position Type:	Fixed Term – 1 year
Reports to:	Leader of Learning – ASD	Weeks per year:	38.6

Job Purpose

- To support the leader of Learning : ASD Provision in ensuring outstanding progress and attainment in this specialist are of the Academy

Job Description

Role and Responsibilities

The following are central to the role:

- To provide specific support to the Leader of learning: ASD Provision and in developing our inclusive and equality practices, including ensuring all requirements for statutory legislation are met
- Under the guidance of the Lead ASD Teacher, to undertake educational activities and attend to the social and personal needs of pupils within the Autistic Spectrum Disorder Provision
- Working with individuals and small groups, in order to support the learning and development of pupils in the Provision
- Supporting pupils from the Provision within mainstream lessons
- Liaising with staff across the school to ensure Inclusion of pupils
- Supporting with positive handling and intimate care where required

Areas of Responsibility and Specific Duties

1. Staff leadership

- To assist in the efficient operation of the ASD Provision.
- With the Lead Teacher, ensure the relevant data analysis is undertaken to effectively set relevant targets and provide intervention.

2. Curriculum

- To maintain familiarity of the relevant requirements of the curriculum to assist with effective teaching of basic skills and support work, and to ensure that opportunities are taken to develop pupil's learning and skills.
- To support the teaching of Literacy, Numeracy, or other specific curriculum areas, as required and agreed with the Lead Teacher and Vice Principal (Care, Guidance and Support).

3. Learning and Teaching

- To promote and support the inclusion of all pupils in the learning activities in which they are involved.
- In conjunction with the Lead Teacher ASD, use a range of supporting techniques to present learning tasks and curriculum content in a clear and stimulating manner to maintain pupils' interest and motivation, and to help pupils to learn effectively through guiding, advising and feedback.
- Whilst there will be a need to support a named pupil or pupils with a Statement of Special Educational Needs, support for other pupils will be required.
- To assist in devising and extending educational activities, and in preparation of the curriculum, within the overall plan set by the class teacher, including contribution to the development and implementation of SMART targets for Individual Education Plans (IEPs) and Personal and Pastoral Support Plans.
- To efficiently prepare and maintain classroom teaching materials and equipment, including organising the use of audio/visual and ICT equipment, bearing in mind the efficient use of school resources (this may include photocopying, arranging displays of work etc).
- To assist in maintaining classroom discipline by working with individuals and groups of pupils in developing expectations of acceptable personal and social behaviour, and help make them part of the learning experience.

4. Pupil Progress

- To attend to the educational, personal and social needs of pupils and any other requirements depending on the pupils' special needs and wherever possible, make these a part of the learning experience (this may include supporting with positive handling, toileting, other hygiene needs, help with dressing and/or assisting with feeding if necessary).
- Building and maintaining successful relationships with pupils.
- Liaise as appropriate with other staff to track pupil progress and address underachievement at all levels of attainment.
- Facilitate the specific provision of WAVE 1/2/3 intervention strategies in conjunction with the relevant staff.
- To support and work with the subject teacher to identify and respond appropriately to individual differences between pupils so that challenging expectations may be set, and to contribute to the decisions about the most appropriate learning goals and strategies.

5. Collaborative working

- Liaise with parents as required to ensure they are an integral part of the Inclusion Support mechanisms used to maximise pupil progress.
- Liaise with external agencies as required, including the completion of CAF/EHA to access the appropriate support for pupils.
- Meet regularly with the Leader of Learning: ASD and the V/Leaders of Learning: Inclusion, as required.
- To develop positive relationships with 'link' schools, to ensure smooth transition processes are in place for pupils in the ASD Provision.

6. Other duties and responsibilities

- Under agreed school procedures, to give first aid/medicine where necessary, or assist with programmes of special care, such as physiotherapy, hydrotherapy of speech therapy, under the direction of a specialist.
- Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools policies and procedures.
- To assist with the preparation for and supervision of pupils on visits, in liaison with the Educational Visits Co-ordinator.

- To work collaboratively with colleagues as part of a professional team, in particular the Lead Teacher, the Leader of Learning: Inclusion and other Learning Support Assistants, working at all times within the school's policies and procedures.
- To assist in the general efficient operation of the school, including providing cover for other support staff where necessary.
- To attend staff meetings, participate in Performance Management arrangements and undertake training and development activities.
- To maintain confidentiality at all times and prevent disclosure of confidential or sensitive information.
- To undertake tasks of a similar nature and level, as directed by the Lead Teacher ASD, Vice Principal and Academy Principal.
- To liaise as necessary with parents and carers and other outside support agencies, offering support and advice as required.

While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Qualifications and Education Requirements

Essential	Desired
<ul style="list-style-type: none"> • Educated to GCSE level or equivalent 	<ul style="list-style-type: none"> • Higher Level Teaching Assistant Qualification • Additional training/ professional development in Autism

Experience

Essential	Desired
<ul style="list-style-type: none"> • Minimum of 2 years' experience of working with children with ASD in an educational setting, within the last 3 years 	<ul style="list-style-type: none"> • Experience working with children with a variety of individual learning needs

Knowledge & Skills

Essential	Desired
<ul style="list-style-type: none"> • Understanding educational needs of children, including understanding of methods of teaching and learning • Knowledge of and ability to contribute to the planning and development of educational activities • Ability to take responsibility and work with autonomy within set boundaries • Ability to supervise others • Ability in the use of ICT in a classroom setting 	<ul style="list-style-type: none"> • Prior experience in planning and development of educational activities • Ability to feed back to staff and parents/ carers regarding a child's progress, and to assist in setting new and relevant targets. • Experience of working with parents/ external agencies • Current Team Teach Qualification

<ul style="list-style-type: none"> • Understanding of the importance of assessment • Good communication and interpersonal skills • Ability to work collaboratively with teachers and others • Good organisational and time management skills • Willingness to be flexible with regard to working practices and timings • Willingness to undertake appropriate further training • Commitment to equality principles • Ability to meet the physical needs of pupils • Willingness to acquire First Aid Qualification 			
Reviewed By:		Date:	
Approved By:	E Cahill	Date:	May 2023
Last Updated By:	S Spruth	Date:	May 2023