



**BIDDULPH
HIGH
SCHOOL**

JOB PROFILE



Job Number	Post Title	Grade	Points	Date
	One to One Student Support Assistant - Autism	Grade 4		

Statement of Purpose

To work under the direct instruction of The SENDCO, usually in the classroom with the teacher. Provide general support to the student. Work may be carried out in the classroom or outside the main teaching area.

Duties and Responsibilities

To assist teachers in the following:

Support to Teacher

- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers.
- Support the teacher in the development and implementation of Individual Education/Behaviour Plans.
- Assist in maintaining classroom discipline through the implementation of the school's behaviour management strategies.
- Provide support to students to achieve learning goals, e.g. guided reading.
- Assist the teacher in monitoring students' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on students' achievement, progress, problems etc.
- Undertake appropriate basic admin tasks.

Support to Students

- Accompany student on visits, trips and out of school activities as required.¹
- Encourage student to interact with others and engage in activities led by the teacher.
- Assist student in matters of personal needs and their general health including first aid and welfare matters.
- Arrange medical/dental visits as appropriate.
- Provide general support to student ensuring their safety, by complying with good H&S practice.

Support for Autism Outreach Team (AOT) within school

- Report writing to inform staff in setting, parent and AOT staff
- Putting in place adjustments to increase access and inclusion for students
- Planning and executing transition plans – including meeting primary staff, arranging visits, liaising with parents, staff at the high school setting and AOT staff working at the primary school.
- Developing specific resources to support students – tailored to individual need.
- Modifying worksheets and information to increase access and inclusion and liaising with teaching staff to explain usage and implementation.
- Adapting specialist information- re wording and amending to be appropriate for the setting.
- Conducting personal research to implement
- Give individual staff training on awareness of ASD and specific strategies to support e.g. cartooning and backward chaining to support students to understand thoughts, emotions and consequences.
- Develop information for parents and students to access
- Attend review meetings and write reports to inform the meetings.

¹ Every effort should be made to ensure support is within contractual hours

- Devise specific strategies to support students to amend behaviour.
- Adapt the use of an AOT strategy
- Develop and implement risk assessments for ASD students to access visits in a variety of environments, visits etc.
- Use counselling skills to support students and parents with identified difficulties by beyond the school environment
- Set up and accompany work experience placements for students
- Liaise with outside agencies
- Act in the role of advocate for students
- Address issues arising from life skills lacking in ASD students for example personal hygiene and relationship issues
- Organise and implement revision timetable for students with ASD

Support to Curriculum

- Assist the teacher in the preparation and development of agreed curriculum activities/materials.
- To provide support in literacy/numeracy/SEN strategies
- Support the use of ICT in learning activities and develop students' competence and independence in its use.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all students have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.²
- Participate in training and other learning activities and performance development as required. (See footnote 2.)
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes.

Note 1: The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

PERSON SPECIFICATION

ESSENTIAL CRITERIA	MEASURED BY
Experience <ul style="list-style-type: none"> • Supporting children's learning in a school. 	AF/I
Qualifications/Training <ul style="list-style-type: none"> • Good numeracy/literacy skills. • Completion of DCSF Teacher Assistant Induction Programme. • NVQ 3 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience). • First aid training as appropriate (e.g. emergency first aid course). 	AF/I

² Every effort should be made to ensure support is within contractual hours

<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Understanding of relevant policies/codes of practice. • Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. • Use of other equipment technology – video, photocopier. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Good communication skills. • Effective use of ICT to support learning 		AF/I /A
<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the students, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. <p>Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</p>		AF/I
AF – Application Form	A – Assessment	I - Interview

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and Attitudes to use of authority and maintaining discipline.***

“Working together to achieve our personal best”