

## **JOB DESCRIPTION**

<b>POSITION</b>	Higher Level Teaching Assistant for pupils with ASD
<b>SALARY</b>	£25,601.96 - £26,254.90
<b>HOURS</b>	40 hours per week
<b>FULL TIME EQUIVALENT</b>	40 weeks TTO
<b>CONTRACT TYPE</b>	Permanent
<b>WORKING PATTERN</b>	Full-Time
<b>RESPONSIBLE TO</b>	SLT
<b>RESPONSIBLE FOR</b>	Caseload of pupils with ASD
<b>LOCATION</b>	MPA
<b>KEY WORKING RELATIONSHIPS</b>	Teaching staff

### **Background**

Mossbourne is the realisation of Sir Clive Bourne’s dream to provide the children of Hackney with an outstanding education. Mossbourne is built on a formula of high expectations, doing the simple things right, and the belief that all children can succeed. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning.

The Mossbourne Federation consist of four academies: Mossbourne Community Academy (MCA) secondary and sixth form, Mossbourne Victoria Park Academy (MVPA) secondary, Mossbourne Parkside Academy (MPA) and Mossbourne Riverside Academy (MRA) both primary.

### **Mossbourne Parkside Academy (MPA)**

At MPA we continue to build on the Federation’s ethos of exceptional education for all our pupils. With learning at the heart of everything we do, MPA continues to raise expectations and achievement in Hackney and its neighbouring boroughs, with the belief that all pupils can fulfil their true potential. The Curriculum Support Department (CSD) is made up of a SENDCo, a learning mentor, speech and language therapist and classroom based TAs. To support students’ academic, social and behavioural needs we offer a range of interventions and work closely with the pastoral and curriculum teams to ensure that each student is able to reach their potential. We are currently seeking a specialist ASD HLTA to build our capacity to meet the needs of pupils with Autism Spectrum Disorders.

If you want to be part of the team that is improving the future of our students, then read on!

### **Job Summary**

To perform a key role in supporting the learning of children with Autism Spectrum Disorders (ASD). To provide a model of good Autism practice for staff. To model appropriate strategies and approaches to support pupils including, TEACCH, PECS and Social Stories. To create resources to support the learning of pupils with ASD. To complement the work of teachers by taking responsibility

for agreed learning activities under an agreed system of supervision. To monitor, assess, record and report on pupil's achievements, progress and development as agreed with the class teacher and SENDCo. To plan, prepare and deliver activities for individuals/groups or whole classes as PPA cover or occasionally for short term absence cover.

### **Duties and Responsibilities**

- To provide support for pupils with a diagnosis of Autism Spectrum Disorder.
- To provide an example of outstanding autism practice
- To model appropriate strategies and approaches to support pupils including, TEACCH, PECS and Social Stories.
- To create appropriately differentiated resources to support the learning of pupils with ASD.
- To create visual supports and resources to meet the needs of pupils with ASD.
- To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils by utilising advanced level of knowledge and skills when assisting with planning, monitoring, assessing and managing classes
- Evaluate and adjust work plans as appropriate to meet pupil needs
- Organise and manage an appropriate learning environment using teaching and learning objectives to plan challenging lessons/work plans as appropriate, under agreed systems of supervision, to ensure pupils development, progress and attainment.
- Supervise classes/pupils while carrying out pre-prepared work and work that has been set in accordance with school policies, including PPA cover and teacher absence
- Monitor, evaluate and provide accurate reports of pupil progress either verbally or in writing
- Establish productive working relationships with pupils, acting as a role model and setting high expectations at all times
- Develop home-school links including positive working relationships with parents
- Contribute to target setting and review meetings for pupils with ASD
- Work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources
- Promote the inclusion and acceptance of all pupils
- Follow all federation policies and procedures, in particular related to health and safety, child protection, behaviour management, inclusion, equality and data protection. Ensuring the health and safety of all pupils in the classroom and throughout the academy in accordance with the academy's policy;
- Participate as required in the Federation's performance management process and take part in appropriate training and development activities including a First Aid Certificate.
- Have a flexible and proactive approach to ensure the needs of the children are being met with the support of the team.
- Any other duties commensurate to the level of the post

<b>Person Specification</b>				
<b>Essential [E] or Desirable [D]</b>	<b>Requirements</b>	<b>Assessment Criteria</b>		
		<b>Interview</b>	<b>Application form</b>	<b>Task (lesson)</b>
<b>Experience</b>				
<b>E</b>	<ul style="list-style-type: none"> <li>Experience of working with students with Autism</li> </ul>	✓	✓	
<b>D</b>	<ul style="list-style-type: none"> <li>Experience of support work in an inner-city, multicultural academy</li> </ul>	✓	✓	
<b>E</b>	<ul style="list-style-type: none"> <li>Experience of working on a one to one basis with children with specific needs under the direction of qualified teachers</li> </ul>	✓	✓	
<b>E</b>	<ul style="list-style-type: none"> <li>Experience of using PECS, TEACCH and social stories with students with Autism</li> </ul>	✓	✓	
<b>E</b>	<ul style="list-style-type: none"> <li>Experience of creating appropriate resources to meet the needs of students with Autism</li> </ul>	✓	✓	
<b>E</b>	<ul style="list-style-type: none"> <li>Knowledge, understanding and commitment to equal opportunities</li> </ul>	✓	✓	
<b>E</b>	<ul style="list-style-type: none"> <li>Knowledge of strategies and approaches to support children with Autism</li> </ul>	✓	✓	
<b>E</b>	<ul style="list-style-type: none"> <li>Knowledge of strategies to engage reluctant or underachieving learners with the ability to work with teachers and identify and respond to students needs</li> </ul>	✓	✓	
<b>E</b>	<ul style="list-style-type: none"> <li>Demonstrable understanding of the National Curriculum</li> </ul>	✓		✓
<b>E</b>	<ul style="list-style-type: none"> <li>Ability to use classroom materials and equipment including information and communication technology (ICT)</li> </ul>	✓	✓	✓
<b>E</b>	<ul style="list-style-type: none"> <li>An awareness of strategies for managing students with Autism and challenging behaviour</li> </ul>	✓	✓	
<b>Qualifications</b>				
<b>E</b>	<ul style="list-style-type: none"> <li>A recognised qualification in child development/Early Years/Numeracy and Literacy/Special Education Needs</li> </ul>		✓	

D	<ul style="list-style-type: none"> <li>To hold a recognised qualification in First Aid</li> </ul>		✓	
<b>IT knowledge</b>				
D	<ul style="list-style-type: none"> <li>Good knowledge of Microsoft (Word, Excel, Outlook, Publisher, Power Point)</li> </ul>		✓	
<b>Behavioural Competencies</b>				
E	<ul style="list-style-type: none"> <li>To be able to demonstrate good literacy and numeracy</li> </ul>		✓	
E	<ul style="list-style-type: none"> <li>Excellent communication, planning and organisational skills</li> </ul>		✓	✓
E	<ul style="list-style-type: none"> <li>Ability to use initiatives under direction of Leader of Learning and/or class teacher</li> </ul>	✓	✓	
E	<ul style="list-style-type: none"> <li>Ability to develop and maintain good working relationships with the whole academy community and to work as part of a team</li> </ul>	✓	✓	
E	<ul style="list-style-type: none"> <li>Ability to be flexible and positive</li> </ul>	✓		
E	<ul style="list-style-type: none"> <li>Genuine interest in the education of young people and ability to contribute more widely to the life and community of the Federation</li> </ul>	✓	✓	
E	<ul style="list-style-type: none"> <li>Ability to show initiative and respond to situations appropriately including those involving learning or incidences of behaviour</li> </ul>	✓		
<b>Applicable to all staff</b>				
E	Undertake training as required in order to fulfil the requirements of the role	✓	✓	
E	Support Mossbourne's efforts both verbally and non-verbally (i.e. Via actions and attitude), including adjusting performance and practice in accordance with Mossbourne's initiatives and findings	✓	✓	
E	Recognise your role as part of the succession of Mossbourne	✓	✓	
E	Play an active role in terms of safeguarding all students and adults	✓	✓	



***Mossbourne Federation reserves the right to modify the above contents in order to ensure the needs of the Federation and the students are being met. The above list is not a comprehensive list; it simply outlines the expectations for this role. Mossbourne Federation provides equal employment opportunities to all employment applicants and employees without regard to race, colour, religion, gender, sexual orientation, national origin, age, disability or status. This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.***