

Job Description

Position Title	Lead TA – Communication and Interaction Resource Base (CAIRB)		
Location	Tiverton High School		
Reporting to	CAIRB teacher		
Position Number(s)			
Grade	E		
Directorate/Section/School	Tiverton High School		
Effective date of JD	15.05.18	JE Job Number	G.2115

THE CAIRB

CAIRBs are part of the mainstream specialist provision in schools across Devon. They will specifically cater for pupils with autism who require a higher level of support than can typically be provided in a mainstream school but who can access, and make progress within the school.

The base provides:

Up to eight places for pupils and young people with autism.

For learners who have an Education, Health & Care Plan (EHCP) or Statement of Special Educational Need (SEN)

Outreach support to local schools and settings as part of the countywide network of support for pupils with autism, in collaboration with the centrally based Communication & Interaction Team

Our students have cognitive attainments which allow them to access or progress to mainstream curriculum with appropriate support. They will typically have a medical diagnosis of autism and/or a range of behaviours assessed by specialist professionals, including an Educational Psychologist, as reflecting needs relating to autism.

Our students present with a combination of the following needs:

- Difficulties over time in accessing the curriculum despite having followed intensive inclusion support programmes, designed in partnership with support services and parents/carers.
- Impairment of reciprocal social interaction and communication.
- Restricted and repetitive patterns of behaviour and a resistance to change.
- Associated behavioural difficulties linked to high levels of anxiety

Our students will have:

A diagnosis of Autism, and have Communication and Interaction as their Primary Need

A sensory profile which means they struggle to manage in a mainstream environment some of the time

Anxiety driven behaviours which present a barrier to learning

Cognitive potential for attainment in mainstream

Job Purpose:

This important role involves working under the guidance of the CAIRB teacher to support the running of the CAIRB base within the school ensuring that students within the base have equal access to educational opportunities at Tiverton High School.

To assist in leading and managing the provision of the CAIRB, ensuring high quality learning, teaching, and behaviour, effective use of resources, and high standards of achievement and progress for all pupils.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

Main Duties & Responsibilities:

- To be the Lead teaching assistant within the resource base as well as being part of the wider SEND team assisting in developing provision for children with special educational needs.
- To manage appropriate resources for the CAIRB and ensure that they are used efficiently, effectively and safely.
- To develop curriculum resources to ensure that students within the base have the required levels of support.
- To support the CAIRB teacher in managing the implementation of an inclusive curriculum in the base, but also supporting other staff across the school to meet the needs of students within the base.
- Within the context of the School's aims and policies, to work alongside the SEND leadership team to develop and implement SEN policies, plans, targets and practices.
- To teach group of students within the base and other areas as allocated by the SENDCO
- To assist in the leadership of Learning Support staff within the base, including support and some direct line management.

Responsibilities.

- Support the provision of base, including the allocation of support time and the writing, monitoring and evaluation of intervention plans, and reviewing of EHC plans as required.
- To support and monitor the effectiveness on intervention plans and arrange and chair annual reviews as required.

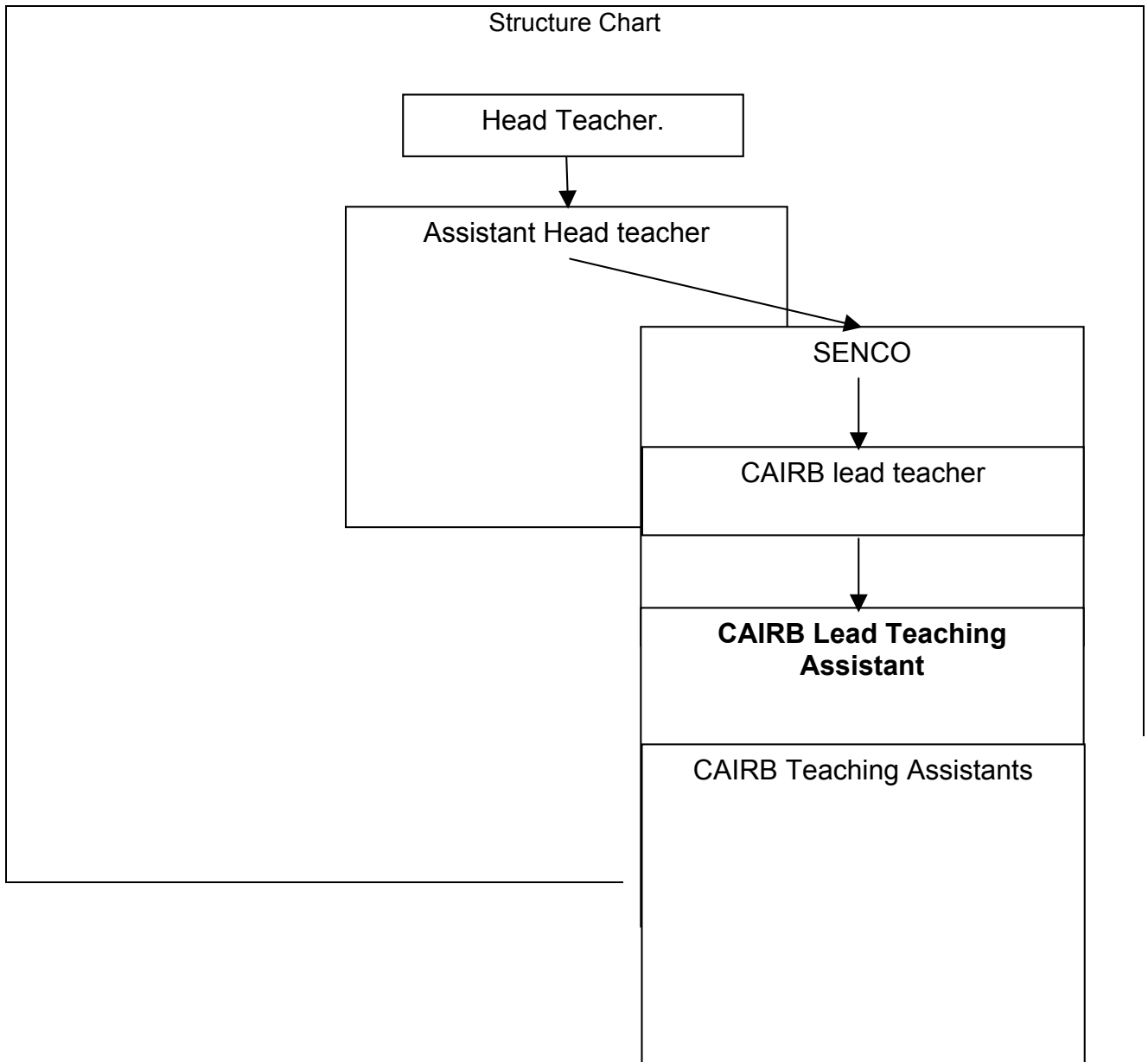
- Liaise with relevant outside agencies to ensure that individual pupil special educational needs are met effectively and that the requirements of statements of special educational need are met fully.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and external agencies / providers.
- Ensure that the SEN list is kept accurate and up to date and that staff are kept informed of pupil special educational needs.
- Work with the SENDCO, CAIRB teacher and other staff to ensure that individual education plans are used to set subject-specific targets and match work well to pupils' needs.
- Support the monitoring of the effectiveness of individual education plans and arrange and chair annual reviews in the absence of the Lead teacher.
- As part of the SEND leadership team to support the SENDCO in the devising, implementation and updating the Learning Support Improvement Plan as part of the School Improvement plan, to include staff training and development implications.
- Assist the CAIRB teacher to use data effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils.
- Provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils.
- Support meetings of SEN staff, communicate information to staff and co-ordinate resulting action.
- Monitor with the CAIRB teacher the day-to-day management of the resource base, creating a safe, effective and stimulating environment for students in base.
- Deputise for the CAIRB teacher when required.

Person specification:

Attribute	Essential	Desirable	Method of Assessment
Management of people	<ul style="list-style-type: none"> ◦ Proven track record of managing a team. 	<ul style="list-style-type: none"> ◦ 	<ul style="list-style-type: none"> ◦ Interview and application.
Experience	<ul style="list-style-type: none"> ◦ Experience of working with students with Special Educational Needs and Disabilities. ◦ Proven experience of working alongside multi-agency professionals. ◦ Proven experience of working closely with parents/ carers. ◦ Proven experience of writing individual education plans. ◦ Proven experience of making referrals to outside agencies. ◦ Proven experience of planning differentiated learning opportunities under the direction of the class teacher and national curriculum. ◦ Proven experience of planning differentiated learning opportunities under the direction of the class teacher and national curriculum. ◦ Proven experience of using visual aids and alternative methods to support communication. ◦ Proven experience of working with children with autism and associated needs. ◦ Proven experience of removing barriers to learning for students with complex needs 		<p>Demonstrate knowledge at interview.</p> <p>Application.</p>
Practical Skills	<ul style="list-style-type: none"> ◦ To know how to support students with particular barriers (ASD) to learning so that they make progress. ◦ To know how to teach small groups of students with difficulties enageing in the mainstream classroom in order to support them to make adequate progress. ◦ To be able to develop good learning relationships with students so develop trust and safety so that they are motivated to learn and make good progress. ◦ To be able to develop effective relationships with parents so that they work with the School to support their children to learn. ◦ Good organisational, communication, administrative and interpersonal skills ◦ Able to deal with confidential information sensitively and appropriately in line with School policies ◦ Able to differentiate resources to meet the needs of SEND pupils. 	<ul style="list-style-type: none"> ◦ Able to chair team meetings ◦ Good digital technology skills and ability to apply digital technologies to support students learning. ◦ 	<p>Demonstrate knowledge at interview.</p> <p>Application.</p>

Communication	<ul style="list-style-type: none"> ◦ Able to communicate effectively with neuro atypical young people. ◦ Able to communicate effectively with parents. ◦ Able to communicate effectively with students with SEND – especially autism. ◦ Able to communicate effectively with multi-agency professionals. ◦ Ability to fulfil all spoken aspects of the role with confidence and fluency in English 	◦	Demonstrate knowledge at interview. Application.
Personal Qualities	<ul style="list-style-type: none"> ◦ Creative; a person who enjoys learning and seeks out opportunities to continue learning. ◦ High expectations of self and others, , ◦ A self starter. 	◦	Demonstrate knowledge at interview. Application.
Strategic Thinking	<ul style="list-style-type: none"> ◦ Able to work on own initiative as well as part of a team. 	◦	<ul style="list-style-type: none"> ◦ Demonstrate knowledge at interview. ◦ Application.
Technology / IT Skills	<ul style="list-style-type: none"> ◦ Able to word process 	<ul style="list-style-type: none"> ◦ Experience of using technology to support children to access education. 	<ul style="list-style-type: none"> ◦ Demonstrate knowledge at interview.
Education and Training	<ul style="list-style-type: none"> ◦ Training in supporting children with Autism and associated difficulties 	◦	<ul style="list-style-type: none"> ◦ Certificates ◦ Interview ◦ Application
Professional Registration	<ul style="list-style-type: none"> ◦ N/A 		<ul style="list-style-type: none"> ◦ Certificate/ Registration
Equal Opportunities	<ul style="list-style-type: none"> ◦ Tiverton High School (THS) and its staff seek to eliminate discrimination, advance equality and foster good relations. 		<ul style="list-style-type: none"> ◦ Demonstrate knowledge at Interview
Physical	<ul style="list-style-type: none"> ◦ Able to carry out the duties of the post with reasonable adjustments where necessary. 		<ul style="list-style-type: none"> ◦ OH1
Other relevant factors	<ul style="list-style-type: none"> ◦ Commit and conform to THS Customer Service Standards. 		◦

Structure Chart



1. Supervision / Management of People:

This role will supervise teaching assistants. This will average up to 5 part time or full time staff. This role includes staff appraisals.

2. Creativity and Innovation:

Design work; Design Individual Education Plans to support children with SEND to access education.

Development of ICT; specifically around supporting children to communicate through alternative means.

Development of policy / strategy; Assist and support the SENDCO / CAIRB teacher to develop and implement the schools SEND and safeguarding policy.

Methods of communication; Develop alternative ways for children who have difficulties in communication to interact and have their needs met. (daily)

3. Contacts & Relationships:

Giving advice to staff on how to support children in their class with SEND.

Support the CAIRB teacher to conduct meetings with parents and multi-agency professionals.

To work as a general teaching assistant – supporting children to access learning in mainstream classrooms.

Attend TA meetings to answer questions and liaise back to the CAIRB teacher.

In CAIRB teacher's absence, to lead meetings with parents and multi-agency professionals.

Complete referral forms to multi-agency professionals and ensure they are sent out.

4. Decisions – Discretion:

In CAIRB teacher's absence the job holder will have to make decisions to do with any aspect of SEND in the school – under the direction of the Head Teacher. This includes individual education and behaviour plans, choosing multi-agency professionals, adapting the curriculum for our pupils with SEND.

5. Decisions – Consequences:

The job holder must make any decisions about the planning and supporting of any children with Autistic Spectrum Conditions. The consequences that these decisions make greatly impact the outcomes and progress for these children. If the post holder does not work closely with the class teacher to determine the levels of work these children need they will not be able to access learning and therefore may not reach their full potential and make the expected levels of progress.

In CAIRB teacher's absence the job holder will have to make decisions to do with any aspect of SEND in the school – under the direction of the Head Teacher. This includes individual education and behaviour plans, choosing multi-agency professionals, adapting the curriculum for our pupils with SEND. The consequences these decisions make may determine the level of support the children with SEND receive; if their behaviour, care plans, support from multi-agency professionals and individual education plans are not adequate the teacher and support staff may not know how to differentiate appropriately and meet the child's individual needs. The child will then not be able to access learning and therefore may not reach his/her full potential and make the expected levels of progress.

6. Resources:

The job holder will require normal school resources to undertake this role.

7. Work Demands:

Children can be unpredictable so demands of the job will vary every day. There will be numerous deadlines and timescales for tasks, for example when completing referral forms. Interruptions are unavoidable as other members of support staff and teaching staff may require hands on support with children. The frequency, extent and suddenness of interruptions are likely to be demanding as we have a high number of children with SEND so there will be competing demands for the post holders attention. These will impact the job as the post holder may take a long time to carry out small tasks. They will also need to be provided with a space to carry out admin tasks.

8. Working Conditions:

The post-holder will be working in a secondary school – in classrooms, the general site and small intervention rooms.

Some working conditions will be noisy if a child is portraying challenging behaviours for-example becoming physically/ verbally aggressive or entering sensory overload.

9. Work Context:

Contact to public through working with children and their families – daily.

There will not be any unpleasant or disagreeable conditions associated with the physical environment in which the work is normally carried out.

10. Knowledge and Skills:

The post holder will need to have experience of leading intervention for children with SEND and a record to raising aspirations for these children.

The post holder will need to be able to work in a team as well as on their own initiative. They will also need experience of working alongside multi-agency professionals.

Qualification and experience

Experience of managing staff

Experience of supporting students with SEND – specifically ASD

Good communication skills in a multi agency setting and with all involved partners
Good report writing skills and an ability to write education plans for students.
Good understanding of visual aids and alternative methods to support communication.
Proven experience of working with children with challenging behavior.

Skills and Abilities

Ability to teach small groups of children within a SEND (ASD) environment.
Ability to develop good learning relationships with students
Motivated skills in a learning environment.
Ability to develop effective working.
Good digital technology skills and ability to apply digital technologies to support students learning.
Good organisational, administrative and interpersonal skills
Able to deal with confidential information sensitively and appropriately in line with School policies
Able to chair team meetings
Able to differentiate resources to meet the needs of SEND pupils.

Health & Safety:

Potential Hazards	Applicable to this job? (✓)	Action to be taken	<i>Examples of action to be taken (this list is not exhaustive)</i>
Display Screen Equipment			
Electricity – fixed / portable			
Manual handling	✓	<i>To ensure that the applicant receives and stays up to date with training.</i>	<i>PIPS training.</i>
Verbal / physical abuse	✓	<i>Ensure applicant is familiar with appropriate policies & procedures</i>	<i>Meet with SLT and Governors. Read policies.</i>
Work equipment			
Fire	✓	<i>Ensure applicant is familiar with evacuation procedures.</i>	<i>Go through procedures with SLT.</i>
Environmental			
Isolation / lone-working	✓	<i>Ensure J/H is familiar with appropriate policies & procedures</i>	<i>Meet with SLT and Governors. Read policies.</i>
Slips, trips & falls	✓	<i>Ensure J/H is familiar with appropriate policies & procedures</i>	<i>Meet with SLT and Governors. Read policies.</i>
Chemical			
Working with Vulnerable persons	✓	<i>Ensure applicant is familiar with appropriate policies & procedures</i>	<i>Meet with SLT and Governors. Read policies.</i>
Premises related			
Transport risks			
Working at heights			
Other hazards not identified above			

Job GLPC profile – to be completed by HR.

SMP	C&I	C&R	D.D	D.C	Res	WDM	PDM	WCN	WCT	K&S	Score

Signatures:

I, the manager, confirm this is a true and accurate reflection of the job. This job description has been written in conjunction with the post holder (where applicable) who is aware that the post is being submitted for evaluation.

Job Description agreed by:

Job Holder (if in place): _____ **Date:** _____

Line/Originating Manager): _____ **Date:** _____

Head of Service/Head teacher): _____ **Date:** _____