

Role description

Role title:	Kindergarten Learning Support Assistant (1-1 Autism Specialist)
Accountable to:	SENDCo
Role purpose:	The primary focus of post is to provide 1-1 individualised teaching and learning support in a kindergarten (ages 4-7) classroom setting. The post holder will have experience and knowledge of autism and be able to apply this to their direct work with pupils in the classroom. The purpose of the role seeks to enable a child to work towards their full inclusion and independence in learning. The post may form part of a team approach to meeting the needs of specific children. Please note that there is likely to be some work with larger groups in this role.
Remuneration:	Salary: £13574 for a full-time post
Position:	Fixed Term until 20 th July 2019
Role relationships:	SENDCo - line manager Inclusion Lead - supervisor Wellbeing team Class teachers Designated Safeguarding Lead - liaison and advisory In addition, you will liaise with the administration and support staff, parents, families, external agencies and support professionals as necessary.

Accountability

The Kindergarten Learning Support Assistant (Autism Specialist) is accountable for:

- Supporting individuals and groups of pupils to achieve their full potential within their education.
- Ensuring that Behaviour Care Plans are implemented, followed and reviewed alongside the class teacher, relevant staff, parents/ carers and specialists/ outside agencies.
- Ensuring that personalised learning strategies are embedded in the curriculum and learning environment e.g. visual timetables, 'Now' and 'Next' boards, sensory circuits and fiddle toys/ boxes.
- To liaise daily with parents/carers about the child's day and make notes in the child's contact book and on CPOMS as necessary.
- To develop awareness of curriculum targets and support the work done in moving towards them.

Key Tasks

AREAS OF ACCOUNTABILITY	KEY TASKS
Teaching and learning	Supporting pupils by:- <ul style="list-style-type: none"> • Developing knowledge of a range of learning support needs and an understanding of the specific needs of the students to be supported.

	<ul style="list-style-type: none"> • Taking into account the learning support involved, to aid the students to learn as effectively as possible both in group situations and on their own by, for example: <ul style="list-style-type: none"> • Clarifying and explaining instructions; • Ensuring the pupil can use equipment and materials provided; • Motivating and encouraging the pupil as required; • Assisting in weaker areas, e.g. language, behavior, reading, spelling, handwriting/presentation; • Helping pupils to concentrate on and finish set work. • Meeting physical needs as required whilst encouraging independence; • Structuring and monitoring individual and small group learning activities; • When necessary, taking responsibility for activities in and outside the classroom; • Establishing a supportive relationship with the students concerned; • Encouraging acceptance and inclusion of pupils with special needs; • Fostering links between home and school; • Developing methods of promoting/reinforcing pupils' self-esteem.
<p>Recording and assessment</p>	<ul style="list-style-type: none"> • Being aware of pupils' achievements and progress and report to the teacher as agreed; • Liaising with class teacher and SENDCO about individual education plans (IEPs); • To assist, with the class teacher (and other professionals as appropriate), in the development of a suitable programme of support (IEPs) for students who need it. • In conjunction with the class teacher and/or other professionals to monitor and record students' progress; • Participating in the evaluation of the support programme; • Providing regular feedback about the student to the teacher, SEND team and parents as necessary. • Complete records of involvement and assess at the beginning and end of interventions, feeding this information back to the class teacher and SENDCO on a regular basis.
<p>Administration and support</p>	<ul style="list-style-type: none"> • Developing appropriate resources to support the students; • Contributing to the maintenance of student's progress records;
<p>Professional standards</p>	<ul style="list-style-type: none"> • Ensuring the school's teams are fully appraised of the learning support provided for individual students; • Liaising, advising and consulting with other members of the team supporting the student; • Contributing to reviews of students' progress, as appropriate; • Attending relevant in-service training.
<p>Standards and quality assurance</p>	<ul style="list-style-type: none"> • To carry out break duties and playground monitoring on a rota basis; • To work within the teaching group to help the smooth day-to-day running of the whole school; • To work closely with the Wellbeing Team in the delivery of targeted learning support; • Support the aims and ethos of the school; • To maintain confidentiality at all times; • Set a good example in terms of dress, punctuality and attendance; • Attend and participate in open evenings and student performances; • To undertake appropriate preparation, study and training as necessary both for the effective discharge of this role and also to advance the school's ethos, principles and objectives; • Attend team and staff meetings; • Participate in training and other learning activities and performance

	development as required; <ul style="list-style-type: none"> • Any other duties reasonably requested by the school; • The postholder is required to operate within the school policies including the Equal opportunities and Health and Safety policies.
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The above list is not exclusive or exhaustive and the post holder will be required to undertake such duties as may reasonably be expected within the scope of the post. All members of staff are required to be professional, co-operative and flexible and undergo reasonable and directed professional development. This may require out of 'normal hours' and personal study which may be unpaid.

Person Specification -

Essential	Desirable
<i>Qualifications, training and experience</i>	
<ul style="list-style-type: none"> • Educated to a good standard - GCSE grade 'c' or above, or equivalent in English and Maths; • extensive experience of delivering targeted interventions and/or working effectively as a 1:1 support with vulnerable pupils in a mainstream or special educational setting. • Experience of working with children with autism. • A strong classroom presence and an ability to remain calm when faced with challenges. 	<ul style="list-style-type: none"> • HLTA status; • Experience of working in a Steiner Waldorf setting; • Training in de-escalation, attachment based mentoring or similar. • Training in autism.
<i>Knowledge, understanding & attitudes</i>	
<ul style="list-style-type: none"> • A positive, solution focused and friendly approach to working with pupils with challenging behaviour; • Sensitivity to the needs of vulnerable pupils; • Understanding of child protection and safeguarding procedures; • Understanding of procedures and legislation relating to confidentiality; 	<ul style="list-style-type: none"> • A flexible approach to working patterns; • Understanding of the Steiner Waldorf curriculum; • a commitment to bringing Steiner education to children who would not otherwise have access to this form of education.
<i>Professional qualities</i>	
<ul style="list-style-type: none"> • Ability to establish and maintain excellent professional relationships with pupils, parents and colleagues; • Ability to set appropriate expectations of all pupils and be committed to raising educational achievement; • Ability to motivate and empower students and colleagues; • Excellent verbal and written communication skills, with the ability to communicate effectively with pupils, colleagues and parents; • Ability to forge network and links with internal and external partners; 	<ul style="list-style-type: none"> • To be proactive and initiate action



<ul style="list-style-type: none"> • Ability to work effectively as part of the team; • Ability to work independently, in an organised manner under tight deadlines, and use your initiative, within the bounds of school policies and procedures; • Good time management skills; 	
<i>Skills</i>	
<ul style="list-style-type: none"> • Excellent ICT skills; • Excellent organisational skills; 	<ul style="list-style-type: none"> • Experience of using School Management and Safeguarding Information Systems (we use Arbor and CPOMS)

Essential application information

Steiner Academy Exeter is committed to safeguarding children and young people and expects all staff and volunteers to share this commitment. Candidates must be suitable to work with children and will be expected to undertake an advanced DBS disclosure.

Candidates must have the right to work in the United Kingdom. Candidates from abroad will be asked to provide criminal records clearance from countries of residence, as well as evidence of eligibility to work in the United Kingdom.

Applications for the post must be made on the standard application form, which can be found on our website at <http://www.steineracademyexeter.org.uk/current-vacancies>.

Closing date for receipt of completed applications 12 noon Monday 25th February 2019

Interviews are likely to be in the week commencing 4th March

Please be aware that the SAE is not able to guarantee a school place for the children of staff. Whilst every effort will be made to ensure that staff who wish to enrol their children in SAE will be able to do so, the school's admissions arrangements and its statutory commitments to inclusion mean that no commitment can be made or certainty offered.

Version correct as at 25.01.2019

Paul Hougham, Acting Principal, January 2019