**Vigo Village School**

**Individual Child Support Teaching Assistant, Kent Range 3**

**Specific duties related to the Personal Care of Pupils role**

To meet the needs of a pupil who has Higher Needs support. The child’s primary area of need is communication and interaction. He has the following specific needs:

* Diagnosis of autistic spectrum disorder with associated speech and language difficulties.
* An intensive speech and language programme. Currently the pupil is non-verbal and requires the use of PECS for communication.
* Intensive support to help communicate and interact with his peers.
* A highly individualised play-based curriculum with highly differentiated learning objectives in line with current stage of development.
* A highly structured learning environment with consistent routines and visual supports
* Sensory circuits intervention as well as regular sensory breaks.
* Individual adult support to help move between activities, to engage in adult-led activities, to join self-chosen learning and to extend learning.
* Emotion regulation intervention, in which adults monitor the child to spot signs of anxiety or distress.
* Support at playtimes and lunchtimes in order to ensure that the pupil stays safe and is able to communicate and interact with peers.

The child’s support assistant will require a high level of skill, training and experience in working with children with autistic spectrum disorders and with speech, language and communication difficulties.

**Generic Specifications Related to the Role of Teaching Assistant**

***Purpose of Job***

* To support the class teacher in the teaching and welfare of children, working within the classroom to support the needs of all children.
* To work with groups of children within or away from the classroom delivering units of work.

**Principle Accountabilities**

***Supporting the School***

* To be familiar with and comply with all relevant school policies and procedures.
* To attend relevant meetings and keep up-to-date with the daily work of the school.
* To develop a knowledge of English, mathematics and other curriculum areas.
* To identify personal in-service training needs and to attend appropriate courses.
* To liaise with teaching and non-teaching staff with regard to the preparation and delivery of lessons.
* To respect the confidentiality of sensitive information divulged by staff, parents or pupils.
* To carry out duties under direction of the head teacher.

***Supporting Teachers***

* To support teachers in their delivery of the differentiated curriculum.
* To assist teachers in observing and assessing individual pupils.
* To identify or design suitable teaching materials.
* To provide regular feedback about children’s progress.
* To assist teachers in the implementation of Individual Educational Plans.
* To provide clerical and administrative support where necessary.

***Supporting the Pupils***

* To establish a supportive and trusting relationship with pupils.
* To be aware of pupils’ individual needs and the strategies most useful for addressing them.
* To support teachers in the differentiation of learning materials and methods.
* To contribute to review meetings.
* To liaise with outside agencies and parents.

***Supporting Groups of Pupils***

* To work with groups of children either in the delivery of material that has been prepared by the teacher, or of material that has been planned by the post holder.

***Necessary Qualifications***

* NVQ level 2 or equivalent.
* Good standard of English and mathematics, to GCSE level or equivalent.

Our organisation is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and post holders to share this commitment.

Signed …………………………………………………… Post Holder Date ……………………

Signed …………………………………………………… Head teacher Date ……………………