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| Job Title | <i>Outreach Teaching Assistant</i> |
| Responsible to | <i>Assistant Headteacher</i> |
| Key Internal Contacts | <i>Other staff within the education team</i> <i>Staff in other departments within the Centre</i> <i>Staff in other Centres in the Region</i> <i>Regional Office Staff</i> |
| Key External Contacts | <i>Student relatives, advocates, and others</i> <i>Placing Authorities and Service Providers</i> <i>Registration, Regulatory and Inspection bodies</i> <i>Local Services – Statutory, Voluntary and Community Neighbours</i> |

JOB PURPOSE

To provide a high-quality education support service to Service Users and in accordance with Company policies, procedures and practices and the standards set by the Regulatory Body

KEY TASK AREAS & RESPONSIBILITIES Service Users (as defined by the relevant service e.g. Young People/Young Adult/Students)

- To support the class teacher/tutor in order to ensure the delivery of a high-quality education for all students in an outreach capacity
- To support the class teacher and/or tutor to ensure that all relevant education policies and procedures are implemented in full
- To provide relevant and appropriate support to students, on an individual or group basis, in order to enable them to access the curriculum as independently as possible
- To promote, in line with Company policies, the physical, educational, and moral development of the students
- To ensure that the available equipment and resources are used, stored and maintained efficiently, reporting any maintenance issues to the appropriate staff
- To support the class teacher and/or tutor in organising the classroom, its resources, student groupings and displays to provide a stimulating learning situation appropriate for students with autistic spectrum disorder
- To support the teacher/tutor to write, update, implement and evaluate documentation relating to the individual student. This will include Behaviour Support Profile (BSP), Individual Risk Assessment, Individual Education Plan, Communication Profile, and Pastoral Support Plan as required and appropriate.



- To work collaboratively with the class teacher and/or class tutor to adequately plan to ensure the safety of students, in line with risk assessments, while both on and off site
- To produce appropriate and effective resources/teaching aids at the request of, and following a brief provided by, the class teacher and/or tutor
- To contribute as a member of the school's multi-professional team, ensuring good working relationships with colleagues
- To contribute to and help implement developments that relate to the School Development Plan
- To support the care team through participation in the morning routing for students. This includes supporting the children in preparation for school and personal care as appropriate
- Work with and manage challenging behaviour, enabling Service Users to develop from needing external control, to developing self-control
- To maintain regular communication both informally and in meeting times, ensuring the individual needs of the student are being met effectively.
- To ensure that the available equipment and resources are used, stored and maintained efficiently
- To make, use and keep records in accordance with Company policies and procedures and standards set by the Regulatory Body
- To keep up to date with specified subject area, educational practice and autism-related information
- Safeguard all students and ensure their safety and wellbeing
- Communicate effectively with care staff to ensure a consistent approach and to provide a daily link between School and Home
- Liaise with staff from other departments to provide a consistent approach to all aspects of Service User education and care
- Maintain regular communication and liaison both informally and in meeting times, ensuring a consistent approach to education and care of Service Users

General

- Ensure awareness that the service operates to agreed budgets and contribute to keeping within these budgets as instructed
- Exercise vigilance in respect of Health and Safety and promptly report all hazards and/or remedying them where appropriate. Undertake all duties in a manner calculated to minimise or avoid unnecessary risks, personally or to others.
- Report issues and/or incidents relating to staff and Service Users that have arisen in the day promptly to the relevant Line Manager or appropriate person
- Operate at all times in accordance with Company policies and procedures, with particular reference to Safeguarding, Child Protection, Whistleblowing, Complaints and Representations and Behaviour Policies
- Participate in training and take responsibility for personal development
- Participate in team meetings, supervisions, and annual reviews in accordance with Company policy and the standards set by the Regulatory Body



- Work to promote the Centre as a valued, professional asset within its community and conduct themselves at all times in a manner that reinforces this image
- Ensure that all actions are in the interests of the Service Users and the Company.
- To work to and exhibit the values of the Company and maintain standards of behaviour in accordance with Company policies, procedures and practices
- To carry out any other reasonable and relevant duties as required



PERSON SPECIFICATION

| Experience | Essential | Desirable |
|--|-----------|-----------|
| Experience of work with autistic spectrum disorders and/or challenging behaviour | | |
| Experience of work within an education setting | | |
| Skills | | |
| Ability to work independently and as part of a team | | |
| Effective communication skills, verbal and written | | |
| Ability to record information accurately | | |
| Good organisational skills | | |
| Ability to deal with complex and challenging behaviour | | |
| Ability to demonstrate empathy | | |
| Basic IT skills | | |
| Ability to tailor teaching and learning to the needs of individual students | | |
| Ability to lead and coordinate effectively | | |
| Qualifications & Training | | |
| Level 3 Certificate in Supporting Teaching and Learning in Schools | | |
| Willingness to work towards further qualifications as required | | |
| Undertake relevant group induction training on commencement | | |
| Other | | |
| Commitment to the values of the Organisation | | |
| Driving licence and access to a car | | |