

<b>Learning Support Assistant</b>	
<b>Division / Function: Radlett Lodge School</b>	
<b>Reports to: Class Teacher</b>	
<b>Why</b>	<p><b>Job summary:</b></p> <ul style="list-style-type: none"> <li>• To provide the highest standard of support to Autistic children, as well as other complex needs (where appropriate) such as PDA, OCD and ADHD.</li> <li>• To support them in achieving positive and meaningful outcomes in line with their education and care plans and through the implementation of the SPELL framework</li> <li>• To work in a non-confrontational and non-directive way to ensure individual needs are met</li> <li>• To promote best practice safeguarding arrangements throughout all work activities</li> </ul>
<b>What</b>	<p><b>Principal accountabilities</b></p> <ul style="list-style-type: none"> <li>• Prioritise the safety, protection and wellbeing of children in accordance with the latest statutory guidance</li> <li>• Provide the highest standards of support assisting children achieve their maximum potential through the implementation of the SPELL framework</li> <li>• To support the children to access the school's curriculum within the school day</li> <li>• Promote and participate in all aspects of education with children in school</li> <li>• Provide the highest standard of individual support and ensure appropriate attention in Personalised Learning Outcomes (PLOs)</li> <li>• Contribute to the process of implementing and evaluating individual learning outcomes, individual behaviour support profiles, risk assessments and communication profiles, as required by senior staff</li> <li>• In conjunction with senior staff, ensure adequate supply and good order of equipment and materials, and maintenance of the working environment</li> <li>• Contribute to and carry out programmes of study and PLOs as drawn up and monitored by the teacher</li> <li>• Maintain daily records of assessment as directed by the teacher</li> <li>• Provide a model of good practice for children and for staff</li> <li>• Carry out specific activities as required by senior school staff e.g. playground, lunch and domestic duties, preparation of meals, laundry, administration of medication etc.</li> <li>• Support the teacher / senior staff, as required, in planning and subsequently accompanying children in a wide range of educational visits and leisure pursuits</li> <li>• To support with class organisation at the start and end of each day</li> <li>• Contribute to trans-disciplinary team meetings</li> <li>• To take responsibility for specific tasks delegated by the Lead / Senior Staff</li> <li>• To adhere to all organisational policies and procedures</li> </ul> <p>Job descriptions only reflect 80% of a role, and are not an exhaustive list of duties. You are expected to carry out other activities that are within the scope of the role.</p>
<b>Competencies</b>	<p><b><u>I am committed to making a difference</u></b>          I commit to NAS aims, objectives and values. I display a positive approach in the way I work and contribute to the wider needs of the organisation and its stakeholders either directly or indirectly.</p> <p>At work I overcome difficulties, setbacks and pressure, to get things done because I understand the impact of autism. I recognise and encourage commitment in others.</p> <p><b><u>I cooperate with others to work safely</u></b></p>

	I understand the health and safety risks associated with my job and work responsibly with others to reduce them. I have a positive attitude to safety that causes me to care about the wellbeing of others as well as myself.
	<b><u>I maximise service users' quality of life</u></b> I work with key people to protect and further the interests of service users. I engage and facilitate people with autism to enhance and promote their independence and quality of life. I use SPELL consistently to create structure, predictability and bring about positive engagement. Using a person centred approach and appropriate communication. I create positive experiences, opportunities and develop service users.
	<b><u>I promote the NAS</u></b> I represent and promote the NAS. I influence and raise awareness by talking positively about autism and NAS services to a wider audience. I build relationships and use a range of effective persuasion and negotiation styles to champion the rights and needs of people living with autism. I search for and obtain the resources to fulfil these needs.
	<b><u>I communicate effectively</u></b> I use appropriate methods, styles and language to communicate to different audiences. I communicate succinctly using clear language. I listen and take account of others' views and needs. I show understanding and use logic to communicate. I check that others have received and understood the intended message.
	<b><u>I communicate effectively in writing</u></b> I use clear and succinct language with a high standard of grammar and spelling. I put my case positively, indicate clearly the purpose of communication and what is required from the reader. I tailor my communication to my audience to get my message across in the most effective way. I am aware of, and use, NAS brand guidelines.

## Person specification

Criteria which will be used in shortlisting and selecting candidates.

### Criteria

#### Skills/Abilities

Essential	Desirable
<ul style="list-style-type: none"> <li>• Good written and verbal communication skills with excellent attention to detail</li> <li>• Proven ability to work on own initiative, be well organised, prioritise effectively and achieve results against deadlines</li> <li>• Ability to work collaboratively as part of a team</li> <li>• Ability to work in a non-confrontational non-directive way to ensure individual's needs are met</li> </ul>	<ul style="list-style-type: none"> <li>• Good IT skills, particularly with Word, Excel and databases</li> </ul>

#### Knowledge

Essential	Desirable
	<ul style="list-style-type: none"> <li>• Knowledge and understanding of autistic spectrum disorders and the needs of young people with ASD</li> <li>• An understanding of the principles of Health and Safety</li> <li>• Knowledge and understanding of child development</li> </ul>

		<ul style="list-style-type: none"> <li>• An understanding of the impact of complex needs and autistic spectrum disorders on learning styles</li> <li>• Knowledge and understanding of the requirements of the current National Curriculum</li> <li>• Knowledge and understanding of relevant legislative framework/ regulatory requirements</li> </ul>
<b>Experience</b>		
	Essential	Desirable
		<ul style="list-style-type: none"> <li>• Experience of working with young people with disabilities, including autistic spectrum disorders</li> <li>• Experience or an interest in working with young people with complex needs including PDA, OCD and ADHD (desirable / essential – dependant on role)</li> </ul>
<b>Education &amp; Certification</b>		
		<ul style="list-style-type: none"> <li>• Relevant Level 3 qualification</li> <li>• GCSE Maths and English grade A – C or equivalent</li> </ul>
<b>Context</b>	<b>Interfaces</b>	
	<b>Internal</b> <ul style="list-style-type: none"> <li>• All school employees</li> <li>• Children</li> <li>• Residential staff</li> <li>• SaLT</li> <li>• Behaviour Coordinators</li> <li>• Positive Behaviour Support Practice Leads</li> </ul>	<b>External</b> <ul style="list-style-type: none"> <li>• Professionals</li> <li>• Parents/ Carers</li> <li>• Community</li> <li>• Ofsted</li> </ul>
	<b>Environment</b>	<b>Work</b> : Within school and various community settings as appropriate <b>Travel</b> : Occasional <b>Hours</b> : 34.5 hours per week term time only
	<b>Scope</b>	People: N/A Resources (equipment/facilities)
	<b>Safeguarding responsibilities</b>	The NAS is committed to safeguarding and promoting the welfare of all children and adults who use our services and as such expects all staff and volunteers to share this commitment.
<b>Position</b>	Salary Band: NAS Autism Specialist	Range: EAS1 SP1 Plus outer Fringe
		Date Reviewed: January 2025