

THE BISHOP OF WINCHESTER ACADEMY
JOB DESCRIPTION- Deputy Emmaus Centre Co-ordinator/ASD practitioner

Section One
General information

Post Title	Deputy Emmaus Centre Co-ordinator/Autism Practitioner
Post Holder:	
General Duties:	<p>All academy post-holders are expected to support the sponsors' vision, Christian Ethos and values that are embedded in the day-to-day and long-term running of the academy. Each post holder must share the commitment of the sponsors' principles and values of honesty, respect, hospitality, compassion, love, forgiveness, self-discipline, creativity and hope.</p> <p>All academy post-holders are expected to contribute to the development of young people and the community through the specialism of Enterprise & Innovation and Mathematics.</p> <p>Key Purpose The Bishop of Winchester Academy offers a range of provision for students with language and communication difficulties who may also be on the autistic spectrum. As part of this range, the academy has a well-resourced, inclusive and specialist 'Centre' which supports and coordinates the education of a number of these students within our mainstream secondary setting.</p> <p>The autism practitioner will need to have excellent communication skills. They must work closely with the Lead Practitioner and help deliver a full range of provision for students, identified by the admissions panel as having complex communication difficulties. This could be support within the main academy and the specialist Centre. The support practitioner will need to liaise with colleagues; parents, guardians, carers; other professionals and the wider community. The position will require vision, expertise and commitment in this area of learning difficulty.</p> <p>Autism practitioner for the Centre To work alongside the Lead Practitioner to organise and develop this specialist provision as a 'Centre of Excellence'.</p> <p>To help organise and co-ordinate the day to day running of the Centre.</p> <p>To liaise with colleagues in primary specialist feeder unit/s for smooth KS2/3 transition.</p> <p>To liaise with colleagues in specialist 6th form provision to ensure smooth transition to post 16 education.</p> <p>To build constructive relationships and partnerships with other professional and outside agencies, in support of the Centre students, e.g. Educational Psychologist, Speech & Language Therapist.</p>

Provision for Centre placed students with EHCPs

To undertake some of the specialist teaching of students with communication difficulties, for example Social language interaction and communication groups.

To support the integration and inclusion of students, appropriate to their NC levels and GCSE target grades, in the mainstream classes.

To ensure best attainment of students and to help track each individual's progress.

To assist in the analysis of progress of Centre students both socially and academically.

To offer support for wider learning opportunities and transition to further education or employment.

Developing awareness within the academy community

To improve and seek out training opportunities for staff supporting Centre students.

To create mutually beneficial links and understanding with mainstream students who may not have SEN e.g. reverse integration, social times, and restorative justice.

To work collaboratively with class teachers, offering liaison and support to help them be aware of the implications of language and communication difficulties.

To facilitate curriculum access for Centre students by recommending differentiated materials and enabling approaches in the classroom.

To attend relevant courses and conferences to keep abreast of good practice and latest research.

Main duties

To provide targets for students based on their 'Education Health and Care Plan.'

To amend and extend access plans for social skills communication and interaction for Centre students in light of the review process.

To participate in the preparation of Annual Reviews of education health care plans for Centre Students.

To support and organise liaison for work experience opportunities where appropriate.

To provide advice and support to class teachers and learning support staff.

To liaise with class teachers on student progress.

To monitor student attendance and work with families of Centre students to ensure attendance guidelines are met.

To liaise with the speech and language therapist and with ongoing assessments for students.

To provide support and Information, Advice & Guidance (IAG) to parents and students.

	<p>To participate in the INSET programme for the academy.</p> <p>To aid the development of the Centre student's independence by providing transitional support for students moving into, through, and out of the Centre.</p> <p>To provide pastoral support to students who are considered to be 'Associate Members' of the Centre. These are students who may have an ASD or severe speech and language impairments but are fully included in the mainstream provision of the academy.</p> <p>To provide First Aid when required and to ensure all accident/ treatment documentation are completed accurately.</p> <p>Planning learning activities To plan and prepare appropriate learning activities and programmes of work to support the implementation of students' EHCP targets.</p> <p>Delivering learning activities To assist the teacher with the development of in-class support including; differentiation, behaviour, social interaction.</p> <p>To support the management and development of a specialist area within the academy providing support to students with special needs and / or supervising students not working to a normal timetable.</p> <p>Extending learning activities To contribute to the identification and execution of appropriate out of academy learning activities, which consolidate and extend work carried out in class.</p> <p>To support and prepare work schedules for homework support sessions held at the Centre.</p> <p>Evaluation and record keeping To monitor and report on students' progress and attainment.</p> <p>Policy Development To assist the academy with the development and implementation of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.</p> <p>This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.</p> <p>This job description is not necessarily a comprehensive definition of the post. It will be revised at least once each year, but may be subject to modification or amendment at any time after consultation with the holder of the post.</p>
Reporting to:	Centre Coordinator/SENCO/ Vice Principal
Responsible for:	Complementing the professional work of teachers by taking responsibility for agreed learning activities / curriculum area under an agreed system of supervision, under the direction of a qualified teacher.

Liaising with:	Centre Coordinator/Manager, SENCO, Vice Principal, external agencies as appropriate, staff, students and parents/guardians/carers.
Nature of Contract:	Standard Terms and Conditions of Support Staff
Salary Scale:	
Disclosure Level:	Enhanced
Review Date:	Annually as part of the Performance Management process.
Section Two Professional Duties and Responsibilities	
Ethos	All academy post-holders are expected to support the sponsor's vision, Christian Ethos and values that are embedded in the day-to-day and long-term running of the academy. Each post holder must share the commitment of the sponsors' principles and values of honesty, respect, hospitality, compassion, love, forgiveness, self-discipline, creativity and hope.
Specialism's	All academy post-holders are expected to contribute to the development of young people and the community through the specialism of Enterprise & Innovation and Mathematics.
Self Development	<ul style="list-style-type: none"> To continually seek development opportunities to improve personal performance Vice Principal is advised of training needs. Development opportunities are sought/acted upon.
Attitude	<ul style="list-style-type: none"> To act as a professional and positive ambassador for the academy in order to support the academy's mission and profile Positive/constructive feedback from parents/students/visitors/colleagues/ supporters will evidence supportive attitudes Level of self-motivation and encouragement of others. Will support development of the academy ethos and contribute positively towards the development of specialisms.
Policy promotion	To actively promote the academy's Equal Opportunities, Health and Safety, Data Protection policies, to ensure that the academy operates effectively, fairly, and in line with legislative requirements at all times.
Safeguarding	To adhere to and follow the academy's Safeguarding procedures in order to protect the safety of all children.
Confidentiality	To ensure confidentiality of the academy's activities is maintained in order to protect the integrity of the organisation and its people.
Flexibility	To carry out such other duties as may reasonably be required from time to time to meet the evolving needs of the organisation.

The Bishop of Winchester Academy is committed to developing the skills of its people. If you have any query about your own personal development, please speak to your line manager.

Signed: _____

Date: _____

The Academy reserve the right to amend this document as necessary, after consultation with the individual concerned, in order to reflect changes in organisational requirements and ensure that the future goals of The Bishop of Winchester Academy are successfully achieved.