



Job Description ASC Room Lead (Intervention Space)

Job Title:	ASC Room Lead
Grade:	Scale 6
Responsible to:	Inclusion Managers

Purpose of Job

1. To oversee and provide high-quality care and education for children with Autism attending the Intervention Spaces.
2. To work as part of the ASC team in order to provide a broad, balanced, relevant and differentiated curriculum that meets the intellectual, social, moral, spiritual and physical needs of each child in the Intervention Spaces implementing Gascoigne's ethos and agreed policies.

Main Responsibilities

TASKS

SUPPORT FOR THE CHILDREN

1. To promote the learning and development of the children by working as part of a team to ensure children's all-round development is fostered.
2. Supported by the Teacher of the Intervention Spaces, to lead and manage:
 - curriculum planning and monitoring progress taking into account children's prior knowledge, experiences, needs and interests;
 - the processes of early learning;
 - pupils development using the engagement model
 - termly SCERTS assessments;
 - delivering specialist interventions in conjunction with external agencies.
3. To assist the Teacher of the Intervention Spaces in planning, organising, resourcing and evaluating the physical space both inside and outside, in order to provide a learning environment that offers intellectual and creative stimuli, supports deep level learning, encourages the development of play, recognises and promotes ethnic, cultural and linguistic diversity and fosters children's sense of identity and self-esteem.
4. To implement planned learning experiences and interventions with individual children or groups of children as appropriate, ensuring that each child has access to a broad, balanced and meaningful curriculum.
5. To foster the children's language development through meaningful and relevant activities that engage them, to develop joint attention skills, communication and children's ability to think and express their ideas.
6. To make continuous and focused observations of children involved across the whole provision and support other staff to do this too.

7. To manage children's health care needs, including administering first aid and medication in line with the school's policy.
8. To ensure pupils personal care needs are met by following the school's intimate care policy and working with parents to achieve independence in routines such as washing and using the toilet.

SUPPORT FOR THE FAMILY

9. To promote parent's involvement in their children's learning and development and to support families by working with others in the team by doing the following:
10. To be the key worker to a group of children and to coordinate their records working in partnership with the child's parents or carers.
11. To share observations and assessments of children progress with parents or carers and encourage their active participation in the process through informal contacts, reviews of learning, regular meetings.
12. Increase parent's awareness about SCERTS and early learning through documentation and displays of children's work.
13. Assist the Teacher of the Intervention Spaces and participate in the dissemination of information about the school system and curriculum organisation in order to help the transition between year groups and between the intervention spaces and mainstream classes.

SUPPORT FOR THE SCHOOL

14. To work as part of a multi-professional team to create a caring and educational environment, promoting the ethos of values of Gascoigne Primary School.
15. To share specialist knowledge with colleagues during informal daily interactions as well as staff meetings.
16. To draw from the expertise and advice of more experienced colleagues and to plan with outside agencies to meet the needs of individual children and families.
17. To take on responsibility, mentor and train students on various childcare courses as required.
18. Participating in the general life of the school (assemblies, parents' meetings, outings etc).
19. Working alongside, supporting and guiding teaching assistants, work experience and teaching students placed in the class as required by the Headteacher.
20. Commitment to actively promote the school's values including British Values as defined by the Department for Education.

Undertake any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the provision.

EQUALITIES

Ensure implementation and promotion in employment and service delivery of the Council's equal opportunities policies and statutory responsibilities.

Person Specification

Requirement	Essential	Desirable
Qualifications	<p>Full and relevant Childcare and Education Qualification equivalent to NVQ level 3</p> <p>Good level of general education to at least GCSE level in English & Maths or equivalent.</p>	First Aid training
Knowledge	Good knowledge & understanding of Early Years Foundation Stage Curriculum and SCERTS.	In depth knowledge/expertise of one or more areas of learning, e.g. speech & language development, meeting pupils' emotional needs etc.
Skills	<p>Able to form excellent relationships with children.</p> <p>Able to form good relationships with other staff.</p> <p>Able to communicate well in English & establish firm & consistent boundaries.</p> <p>Able to keep clear records. Good working overview of the school curriculum at primary level.</p> <p>ICT literate.</p>	
Experience	Minimum 3 years' experience of work in an early years or primary school setting.	Significant experience working with pupils with Autism.
Interpersonal Skills	<p>Able to work in a team.</p> <p>Sensitive, polite & friendly.</p> <p>Positive & constructive.</p> <p>Seeks solutions to problems.</p> <p>Good listener.</p> <p>Resilient & assertive.</p> <p>Reliable.</p> <p>Good sense of humour.</p> <p>Can use own initiative.</p>	
Professional Development	Values professional development.	Evidence of recent professional development activities.