**Job Description**

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| **Job Title:**  | **Specialist Teaching Assistant in Speech and Language** |
| **Multi Academy Trust:** | Ted Wragg Trust Multi Academy Trust |
| **School:** | All Trust Schools in Exeter |
| **Responsible To:**  | Lead Speech and Language Therapist (SaLT) |
| **Salary Grade:**  | Grade D |

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| 1. **Key Purpose of Job**
2. The post holder will play a key role in supporting the delivery of speech and language provision across all schools within the Trust, both primary and secondary. Working under the guidance of the Lead Speech and Language Therapist (SaLT) and Speech and Language Therapy Assistant (SaLTA), the role involves assisting with the screening of large cohorts of pupils, delivering group and 1:1 speech and language interventions and contributing to the development and review of pupil targets.
3. The post holder will also support the creation of tailored therapy resources, collaborate effectively within the wider Ted Wragg Speech and Language team, and work independently when required. A key part of the role includes training and upskilling staff across the Trust to embed effective communication strategies, supporting sustainable, communication-friendly practice.
4. Regular monitoring and data tracking of pupil progress is expected, ensuring that interventions are effective and targets remain up to date.
5. Although this role is based supporting our Exeter schools there will be times when travel to our Plymouth Schools is expected.
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| 1. **List Key Duties and accountabilities of the post**
2. Assist with the screening of cohorts of students to identify those with speech, language and communication needs (SLCN), and provide regular feedback on systems used.
3. Deliver targeted interventions, including 1:1 speech sound therapy and small group sessions, under the supervision of the SaLT and SaLTA.
4. Contribute to the planning, preparation and evaluation of therapy and intervention sessions.
5. Monitor and record pupil progress using agreed systems; contribute to updating targets and reviewing intervention impact.
6. Support the implementation and review of individual intervention plans in collaboration with the Ted Wragg Speech and Language Team and teaching staff.
7. Provide in-class and extracted support to help raise achievement for students with SLCN, contributing to inclusive practice.
8. Develop and maintain high-quality therapy and intervention resources and create stimulating communication-friendly environments.
9. Deliver or support the delivery of staff training across the Trust to improve understanding and implementation of speech and language strategies.
10. Liaise with parents, carers and external professionals, and contribute to meetings around student needs, targets and outcomes.
11. Use ICT effectively to manage documentation, track data, and maintain accurate, up-to-date records.
12. Support the work of the Equality Committee as required, promoting inclusive and accessible communication for all.
13. Promote positive student behaviour, independence and self-esteem, and act as a positive role model with high expectations.
14. Ensure compliance with all Trust policies, including safeguarding, data protection, and health and safety.
15. Travel independently between schools within the Trust to provide support as required.
16. Work collaboratively within the Ted Wragg Speech and Language Team, but also independently when delivering interventions across different settings.
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| 1. **Supervision / Line Management Responsibilities of the post**
2. The post holder will be supervised by the Lead SaLT and supported by the SaLTA.
3. Regular CPD opportunities will be provided to enhance speech and language knowledge and delivery.
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| 1. **Working Environment & Conditions of the post**

1. In support of the Trust’s vision and ethos of shared teaching and learning to improve educational outcomes for young people, the post holder may be required to travel and teach within any School in the Ted Wragg Multi Academy Trust. |

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| 1. **Other Duties**
2. This post is 41 weeks per year, covering all term times and some school holiday time work.
3. Travel between schools across the Trust is required; mileage will be reimbursed in line with Trust policy.
4. The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members. Locations and timetables will change termly dependant on the needs of the children.
5. A full driving licence and access to a car is desirable to support the multi-site nature of the role.
6. The role will require confident use of digital platforms such as Microsoft Teams, OneNote and Canva for planning, resource creation and collaborative working.
7. The post-holder is based at Whipton Barton Federation but will be expected to support both primary and secondary schools across the Trust. A timetable will be coordinated termly by the Lead SaLT.
8. The Trust operates a Smoke-Free Policy; smoking is not permitted in any Trust buildings, vehicles or enclosed areas.
9. All staff must be committed to Equal Opportunities and Anti-Discriminatory Practice.
10. The post-holder must comply with all Trust policies and procedures, including Health and Safety.
11. Flexibility is required to ensure attendance at key events such as Awards Evenings and Celebration Events.
12. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
13. Opportunities to contribute to Trust-wide development projects in inclusion and communication.
14. All offers of employment are subject to an Enhanced DBS check including all cautions, warnings, reprimands or convictions, whether spent or unspent, relevant to the role.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether “spent” or “unspent”. Criminal convictions will only be taken into account when they are relevant to the post. |

**Person Specification**

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|  | Essential / Desirable | Evidence |
| Qualifications and Experience: |  |  |
| Educated to GCSE level Grade C or equivalent and to include Maths and English at Grade C and above | E | A, I, R, C |
| Experience working with children and young people | E | A, I, R |
| Experience working in an educational setting | E | A, I, R |
| Training in behaviour management | D | A, I, R |
| First Aid training  | D | A, I, R, C |
| Mental Health qualification  | D | A, I, R |
| Behaviours |  |  |
| Effective team player | E | A, I, R |
| High expectations for accountability and consistency | D | A, I , R |
| Vision aligned with Ted Wragg’s high aspirations/expectations of self and others | E | A, I, R |
| Genuine passion and a belief in the potential of every child | E | A, I, R |
| Motivation to continually improve standards and achieve excellence | E | A, I, R |
| Knowledge |  |  |
| Understanding of child development and the impact of adverse experiences | D | A, I, R |
| Working knowledge of Microsoft Teams, OneNote, and Canva | E | A, I, R |
| Knowledge of typical speech, language and communication development from birth to 18 years | D | A, I, R |
| Skills and Effectiveness |  |  |
| Commitment to driving standards and ensuring every child is challenged to achieve their maximum potential | E | A, I, R |
| Ability to form positive relationships with children, young people and adults | E | A, I, R |
| Able to respond calmly to challenging situations | E | A, I, R |
| Good communication, planning and organisational skills | E | A, I, R |
| Resilience, motivation and commitment to driving up standards of achievement | E | A, I, R |
| Confident in using ICT for record keeping, resource development and communication | E | A, I, R |
| Creative approach to problem-solving and resource design | D | A, I, R |
| Act as a role model to staff and children | E | A, I, R |
| Excellent communicator who enjoys working as part of a team | E | A, I, R |
| Commitment to regular and on-going professional development and training to establish outstanding classroom practice | E | I |
| Other |  |  |
| Commitment to equality of opportunity and the safeguarding and welfare of all pupils | E | I, R |
| This post is subject to an enhanced DBS disclosure | E | A, I, R |

**Key to Evidence:**

A – Application Form & Letter

C - Certificates

I - Interview

R – Reference