



JOB DESCRIPTION

Job Title: Speech and Language Teaching Assistant
Grade: B3 SCP 7 – 11
Reporting to: SENDCO Leaders / Principal

Job Purpose:

To work under the instruction/guidance of the SENDCO and senior staff to undertake work/care/support programmes, enabling access to learning for pupils, assisting the teacher in the management of pupils and the classroom. Work may be carried out in the classroom intervention space, or outside the main teaching area.

Main Duties:

- To supervise and provide particular support for pupils, including those with special educational needs, ensuring their safety and enabling access to learning activities
- To assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes – specific to SALT.
- To co-ordinate the implementation of pupils SALT support plans across school.
- To establish constructive relationships with pupils and interact with them according to individual needs
- To promote the inclusion and acceptance of all pupils.
- To encourage pupils to interact with others and engage in activities.
- To set challenging and demanding expectations and promote self-esteem and independence.
- To provide feedback to pupils in relation to progress and achievement.
- To create and maintain a purposeful, orderly and supportive environment.
- To use strategies to support pupils to achieve learning goals.
- To assist with the planning of learning activities.
- To monitor pupil's responses to learning activities and accurately record achievement/progress by maintaining detailed intervention records that link to pupils' individual targets.
- To provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
- To promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- To establish constructive relationships with families, sharing SALT report plans with parents/ carers as they come through from the speech therapist.
- To analyse reports sent through by external professionals, plan and implement appropriate intervention for individual pupils, inclusive of ordering appropriate resources. To manage and co-ordinate this across the school.
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- To appreciate and support the role of other professionals – to work closely with external Speech and Language professionals as well as the Academy SENCO's to map out and implement the speech and language support across school.
- To attend and participate in relevant meetings as required
- To assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- To model and deliver training to other teaching assistants on the delivery of speech and language intervention relevant to the pupils which they work with, including preparing intervention resources.

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- To support with the speech and language caseload across school, linking closely with SENDCO's and assisting them to make decisions about next steps for pupils.
- To undertake programmes linked to local and national learning strategies including. literacy, numeracy, early years.
- Recording achievement and progress, providing accurate feedback back to teachers.
- To support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Upload referrals to the referral portal, obtaining relevant permissions from parents/carers and download completed reports, to ensure these are then accessible on the school SEND dashboard (Provision Maps).
- To prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
- To administer routine tests and invigilate exams when required.
- To provide clerical/administrative support - photocopying, typing, filing, money, administer coursework
- To undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- To accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.

Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.

Person Specification Speech and Language Teaching Assistant

Criteria	Essential/ Desirable
Qualifications	E/D
• Completion of DfES Teacher Assistant Induction programme or equivalent qualifications or experience.	E
• NVQ 3 for Teaching Assistants or appropriate level of experience of operating in the classroom environment.	E
• Training in the relevant learning strategies e.g. literacy.	E
• Maths and/or English Grades GCSE A-C or CSE level 1.	D
Knowledge and Skills	E/D
• Knowledge and/or experience of working with children with speech, language and communication difficulties	E
• Good numeracy/literacy skills.	E
• Effective use of ICT to support learning.	E
• Use of other equipment technology – video, photocopier.	E
• Ability to relate well to children and adults.	E
• Work constructively as part of a team.	E
• To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.	E
• Understanding of relevant policies/codes of practice and awareness of relevant legislation.	E
• Basic understanding of child development and learning.	E
• General understanding of national/foundation stage curriculum and other basic learning programmes/strategies	E
• Good knowledge of Phonics.	D
• Appropriate knowledge of first aid.	D
• Understanding classroom roles and responsibilities and your own position within these.	D
• Ability to self-evaluate learning needs and actively seek learning opportunities.	D
Experience	E/D
• Working with or caring for children of relevant age.	E
Continuous Professional Development	E/D
• Evidence of commitment to Continuing Professional Development	E
Other Conditions	E/D
• Enhanced DBS Clearance	E

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