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SPEECH & LANGUAGE HIGHER LEVEL TEACHING ASSISTANT

Job Description & Person Specification

Job Description

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| Purpose of the Post: | To take a pro-active role as a key member of a multi-disciplinary team in the support of pupils, teachers, the curriculum and the school. To support the professional work of teachers in delivering programmes of work and taking responsibility for agreed learning activities under an agreed system of supervision. Specifically planning and delivering speech and language sessions and resourcing for classes, under the direction of an external Speech and Language Therapist. To cover whole class teaching responsibilities, on occasion |
| Reporting to: | SLT/Teaching staff |
| Responsible for: | N/A |
| Key Contacts: | Class Teachers, support staff, students, parents |
| Location: | Based at Mount Charles Primary School academy but there may be a requirement to travel to undertake work at or for other academies/sites within Cornwall Education Learning Trust. |
| Salary Grade: | F |
| Hours: | 31.25 hours per week term time only plus 3 inset days  A flexible approach to working hours is required. |

**Principal Responsibilities:**

Support for teachers

* To assist the teacher in the implementing of speech and language strategies and resources.
* To produce lesson plans, worksheets etc. as agreed with the teacher.
* To deliver learning activities to pupils as agreed with the teacher, adjusting activities in accordance with pupils’ needs when covering absence.
* To advance pupils’ learning in a range of classroom settings, including working with individuals, small groups and whole classes within the agreed system of supervision.
* To deliver parts of the lesson and carry out pre-determined educational activities and work programmes whilst promoting independent learning, as agreed with the teacher.
* To monitor and evaluate pupils’ progress and understanding of learning activities on an ongoing basis, ensuring that pupils’ responses and attainments during the course of learning activities are systematically recorded in accordance with the agreed monitoring processes.
* To provide detailed feedback to teachers with regard to pupils’ progress and responses to learning activities and to produce reports on pupils’ progress and achievements as required.
* To meet with teachers, co-ordinators and the external Speech and Language Therapist on a regular basis to review the provision of teaching support. Discuss any updates in the curriculum/teaching activities and to consider the progress of individual pupils (including identification of any special support).
* To assist teachers in making smooth transitions between educational phases for pupils.
* To undertake some marking of tests in accordance with school policies and in consultation with the teacher.
* To support the teacher in the assessment of pupils’ progress through feedback of observations of pupils. As well as knowing how to implement informal speech and language screening to inform planning and possible referrals.

*Support for the Curriculum*

* To deliver learning strategies and assist individuals and groups of pupils in developing knowledge, skills and attitudes as defined by the curriculum. To take into account the learning support involved to aid the pupils to learn as effectively as possible.
* To remain aware and up-to-date with the school curriculum, the age-related expectations of pupils, the recognised teaching methods and the assessment frameworks for the subjects and age ranges in which they are involved.
* To encourage the use of ICT and advance pupils’ knowledge of ICT during the lesson.
* To develop and update IEPs. To assess, monitor and record pupils’ progress through IEPs, and make appropriate alterations of IEPS in order to ensure pupils’ progress.
* To be responsible for organising and managing teaching equipment, materials and other resources required to support the delivery of curriculum activities. To select and prepare teaching resources so as to deliver learning activities and recognise the diversity of pupils’ needs and interests.
* To advise on the appropriate use of specialist teaching aids, equipment, materials and other resources.
* To be responsible for ensuring classrooms are left clean and tidy after lessons, and all teaching materials and resources accounted for and stored securely when not in use.

*Support for pupils*

* To encourage pupils to interact and work co-operatively with others and to engage all pupils in learning activities.
* To assess, monitor and record pupils’ progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the wellbeing and educational needs of pupils to the teacher or head teacher as appropriate.
* To contribute to the development of multi-agency approaches to supporting pupils.
* To liaise with parents and carers on pupils’ progress, difficulties, achievements and other relevant matters, ensuring sensitivity and respect with regard to such communications.
* To build and maintain supportive relationships with pupils, treating all individuals consistently and with respect and consideration. To encourage acceptance and inclusion of all pupils.
* To promote pupils’ independence and employ strategies which recognise and reward pupils’ self-reliance.
* To encourage social integration and individual development of pupils. To develop methods of promoting and reinforcing pupils’ self-esteem.
* To provide feedback to pupils in relation to all forms of progress and achievement.
* To demonstrate and promote positive values, attitudes and high standards of behaviour. To anticipate and manage behaviour constructively, promoting pupils’ self-control and independence.
* To supervise and manage pupils’ behaviour in accordance with the recognised behavioural standards and the school’s established Behaviour Policy to ensure an orderly and constructive environment for the class.

*Support for the School*

* To assist with lunch and break time supervision of pupils on a rota basis in accordance with the school’s procedures for playground supervision.
* To accompany pupils on educational visits and outings. To deliver planned learning activities during the course of outings in accordance with the established guidelines.
* To deliver other out of school learning activities as agreed with the teacher/head of department.
* To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information.
* To network and establish constructive relationships with other relevant agencies and professionals with regard to the development of effective working practices, policies and strategies to support pupils’ progress and achievement.
* To administer minor first aid (as trained) and medically prescribed drugs (as per the approved procedure). To assist with pupils who are sick as needed.
* To carry out administrative tasks associated with all of the above duties.
* To remain aware and work within all relevant school working practices, policies and procedures. To contribute to the development of policies and procedures including child protection, Health and Safety, security, confidentiality and other key procedures.
* To attend staff meetings and school-based INSET as required.
* The post holder is responsible for his/her own self-development on a continuous basis.
* To contribute to the overall ethos and aims of the school.
* To be aware of and work in accordance with the school’s child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
* To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
* To undertake other duties appropriate to the grading of the post as required.
* To maintain confidentiality of information acquired in the course of undertaking duties for the department.

*Optional: Management Duties*

To supervise and manage a team of teaching assistants ensuring the highest standards of teaching support are maintained within the school. Supervisory and management duties will include:-

* Providing advice and guidance to promote improvements in current practice;
* Providing induction and job familiarisation training for new staff;
* Undertaking appraisals and training needs analyses with teaching assistants to ensure
* continued self-development of staff and updated skills;
* Liaising with teachers and co-ordinators with regard to devising appropriate work programmes for Teaching Assistants.
* To act as a mentor to teaching assistants in the development of teaching support skills and to transfer specialist expertise and skills.
* To hold regular team meetings ensuring effective communications for teaching

support staff. To represent teaching support staff at school senior management

meetings.

* To manage the deployment and recruitment of teaching support staff in

consultation with teaching staff, heads of department and the school senior

management team.

**General Responsibilities applicable to all staff:**

* To demonstrate and promote the values of Cornwall Education Learning Trust at all times.
* To work effectively with other members of staff to meet the needs of all pupils.
* To work with professionalism in line with the Trust's Code of Conduct.
* To attend staff meetings and Trust-based INSET as required.
* To be responsible for his/her own self-development on a continuous basis, undertaking any training/professional development as appropriate.
* To be aware of and adhere to all applicable Trust policies and procedures.
* To maintain at all times the utmost confidentiality with regard to all reports, records, personal data relating to staff and pupils and other information of a sensitive or confidential nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.

Note:

* This Job Description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post.
* The postholder may be required to undertake such work as may be determined by the Headteacher/line manager from time to time, up to or at a level consistent with the main responsibilities of the job.
* This Job Description may be amended at any time in consultation with the postholder.

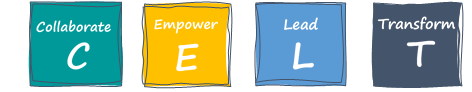
SPECIAL CONDITIONS OF EMPLOYMENT

Cornwall Education Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder is required to follow all of the Trust’s policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance ‘Keeping Children Safe in Education’. The postholder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or wellbeing of children or young people.

All offers of employment are conditional and subject to satisfactory pre-employment checks including receipt of original qualification documents, references, medical screening, proof of eligibility to work in the UK, Childcare Disqualification check and a Disclosure and Barring Service (DBS) check.

Person Specification

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| **Selection Criteria** | **Essential** | **Desirable** | **How Assessed** |
| Education and  Training | * Attainment of GCSE’s grade C/NVQ level 2 or above in English and Maths (or able to demonstrate equivalent levels of numeracy and literacy) | * HLTA accreditation or similar * Working towards/ attainment of a recognised teaching qualification * Elklan Training * BSc Speech and Language therapy | Application Form |
| Skills and Experience | * At least 3 years’ experience of working with pupils within a learning environment * Experience of working with children with special educational needs (SEN) and/or Speech language and communication needs (SLCN) | * Relevant experience to include providing specialist support within certain areas of the curriculum, or with specialist pupil groups | Application Form / Interview |
| Specialist Knowledge | * Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people * Demonstrates an awareness, understanding and commitment to equality and inclusion | * Good listening and communication skills. * Knowledge of the primary curriculum * Knowledge of speech and language and communication disorders and their implications within a school environment * ICT skills – able to support learning through ICT. * Working knowledge of implementing relevant learning programmes. * Practical skills relating to planning and utilising individual learning programmes. * Knowledge of Makaton/PECS * /ASD * Knowledge of the Nuffield Early Language Intervention and Talk Boost programmes * Knowledge of Read, Write, Inc. |  |
| Values Related Qualities | * **Collaborate** – ability to work effectively as a team * **Empower** – ability to take initiative and problem solve in order to improve performance * **Leadership** – To lead by example and achieve shared goals * **Transformation** – ability to recognise a need for change and adapt accordingly |  | Application Form / Interview |



CORNWALL EDUCATION LEARNING TRUST

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