

The school is committed to safeguarding and promoting the welfare of children
In addition, young people and expects all staff to share this commitment



JOB DESCRIPTION

SPEECH & LANGUAGE THERAPY TEACHING ASSISTANT (COMMUNICATION & INTERACTION)

GRADE: SCALE 4 TERM TIME ONLY 35 HRS
RESPONSIBLE TO: ASSISTANT HEAD / CLASS TEACHER / SPEECH & LANGUAGE TEAM

PURPOSE OF THE POST:

1. Support a total communication environment in the classroom, encouraging the use of visuals, objects of reference and consistently modelling the use of strategies to other classroom staff.
2. Work with the class teacher to plan and prepare appropriate visuals and resources for lessons and for specific communication groups.

MAJOR DUTIES AND RESPONSIBILITIES:

In addition to the job activities relevant to a Scale 3 Teaching Assistant the post holder will be expected to carry out the following communication and interaction responsibilities and duties

1. Plan and run communication activities for individuals and small groups with support from class teacher/SLT
2. Where necessary run a specific communication programme devised by the SLT
3. Evaluates the communication activities and uses the data to plan further ideas for next activity
4. Work with the class teacher to plan and prepare appropriate visuals and resources for lessons and for specific communication groups.
5. Work with the class teacher to plan and prepare transition packs including timetables, I am working for and motivators to support pupils in transitions around the school and offsite
6. Liaise with the class teacher and SLT regarding challenges with progress for individual pupils and their communication needs
7. Respond to the pupil's specific communication needs adapting your level of language and using appropriate visual support
8. Contribute to the training for newly-appointed teaching assistants and parents
9. Ensure that communication skills are developed through enrichment and after school activities.
10. Keep daily communication data on every pupil to track progress over time and to assess/plan moving onto the next phase
11. Work with class teacher to collate the end of term communication data
12. Record interventions run within the classroom

JOB ACTIVITIES RELEVANT TO ALL TEACHING ASSISTANTS (SCALE 3)

13. To work with individual pupils and groups, under the direction of the class teacher, introducing tasks, monitoring children's work and using a range of strategies to support their learning.
14. To help pupils to access the full curriculum, at the same time promoting independent learning.
15. To observe pupils' performance, and using the systems in place in the school/class, provide the teacher with feedback on pupil progress and help to maintain individual and group records.
16. To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.
17. To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the class teacher
18. To support the organisation of the learning environment, including the production, maintenance and storage of resources.
19. To meet regularly with the class teacher during contracted hours to discuss children's/students' progress and to plan and review support.
20. To attend formal meetings during contracted hours to discuss pupil's progress with parents and other professionals as part of the relevant staff group.
21. To support the school's aims and ethos.
22. To be familiar with, actively support and comply with all the school policies and procedures, e.g. Equal Opportunities, Communication, Health and Safety, Child Protection and Behaviour.
23. To undertake supervision of playground activities as directed by the Headteacher.
24. To undertake care tasks related to children's/students' physical welfare in accordance with LEA guidance and procedures.
25. To accompany children/students and teachers on educational visits and trips during contracted hours.
26. To undertake other similar duties commensurate with the grade, provided that such duties are within the competence of the post holder.

JOB ACTIVITIES RELEVANT TO TEACHING ASSISTANTS AT ADVANCED LEVEL (SCALE 3)

1. To deliver structured intervention and catch-up programmes to support the development of communication and interaction, literacy and/or numeracy skills.
2. To provide targeted support to individuals and groups.
3. To contribute to the planning for teaching and learning.
4. To share skills with less-experienced colleagues and trainees on work placements, modelling good practice and providing simple demonstrations.
5. To provide individual support and feedback to newly-recruited teaching assistants and to colleagues on training programmes, acting as a mentor if required.

PERSONAL RESPONSIBILITIES RELEVANT TO ALL TEACHING ASSISTANTS

1. Respect the confidentiality of pupil information and respond sensitively to pupils' needs.
2. Be aware of the particular learning and physical needs of the pupils you support.

3. Actively participate in the school's performance management scheme, as specified in the school policy, meeting regularly with your team leader, in accordance with the scheme, ensuring that performance standards/targets are set and met within the agreed time scale.
4. Undertake other relevant and appropriate training during contracted hours, as identified with your Team leader at a Performance Management Review.
5. Within your contracted hours, attend staff meetings, as required.

ADDITIONAL RESPONSIBILITIES AND GENERAL REQUIREMENTS:

- Undertaking any professional duties commensurate with the grade of the post, reasonably delegated by the Head Teacher or Senior Manager.
- Participating in the school's appraisal and professional development arrangements, ensuring that objectives are set and met within the agreed time-scale.
- Attending and participating in relevant training (including training and development days), sharing the knowledge and ideas gained with colleagues.

VARIATION CLAUSE:

1. This is a description of the job, as it is constituted at the date shown. It is the practice of the school to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Executive Headteacher in consultation with the Post Holder.
2. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

FLEXIBILITY CLAUSE:

1. Other duties and responsibilities express and implied, which arise from the nature and character of the post within the school mentioned above or in a comparable post in any of the school's other sections or departments.

EQUAL OPPORTUNITIES STATEMENT

To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination.

PERSON SPECIFICATION - RELEVANT TO ALL TEACHING ASSISTANTS

1. The ability to work as part of a team.
2. The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff.
3. The ability to establish and maintain effective working relationships with teachers and other members of staff.
4. The ability to accept guidance and direction from teachers.
5. The ability to distinguish between the roles and responsibilities of the teaching assistant and the class teacher.
6. The ability to keep written records and support the development of pupils' literacy and numeracy skills with confidence.
7. Awareness of how pupils learn and the various factors, which affect their learning.
8. Awareness of the need to show respect and value pupils as individuals.
9. An understanding of and commitment to inclusive education.
10. A willingness to undertake paid training in normal contractual hours to develop job-related skills.
11. A sympathetic approach to parents and an understanding of the need for confidentiality.
12. A commitment to the Authority's Equal Opportunities Policy.
13. Be prepared to work throughout the school with any age group.
14. The ability to adapt to differing environments within the school and to the needs of different children.
15. An understanding of, and sympathy with, the aims of the school.

Person specification relevant to teaching assistants at advanced level

1. Expertise and specialist skills in at least two areas:
 - support for pupils with communication and interaction difficulties
 - support for pupils with cognition and learning difficulties
 - support for pupils with autism who may have behavioural, emotional and social development needs
 - support for pupils with sensory and/or physical needs
 - support for the use of information and communication technology in the classroom
 - support for pupils in developing their literacy skills
 - support for pupils in developing their numeracy skills

Person specification relating to SLT Teaching Assistant

Qualification / training	Essential	Desirable
1. Relevant experience	*	
Knowledge		
2. Basic knowledge of communication disorders relevant to autism	*	
3. Basic knowledge of approaches/strategies relevant to autism	*	
4. Basic knowledge of informal assessment techniques	*	
5. Basic knowledge of word processing skills and IT	*	
Previous Experience		
6. Recent experience relevant to autism	*	
7. Working in relevant setting		*
8. Working as part of a team		*
9. Administrative tasks, including record keeping and note writing		*
10. Following goals set by line manager	*	
Skills		
11. Good verbal communication	*	
12. Good written communication	*	
13. Good listening skills	*	
14. Basic problem solving skills	*	
15. Good organisational skills	*	
16. Awareness of adapting communication style with different people	*	
17. Awareness of the need to gain support from others	*	
Other requirements		
18. Flexibility	*	
19. Able to take initiative	*	