

## JOB DESCRIPTION

<b>Post Title:</b> Specialist Speech, Language and Communication Needs Teaching Assistant	<b>Service:</b> Schools/Education		<b>Office Use</b>
<b>Grade:</b> Band 5	<b>Workplace:</b> Variety of primary schools in South West Northumberland (Bedlington/Blyth)		<b>Job ref:</b>
<b>Responsible to:</b> Headteacher of schools based in SENDCo of schools based in	<b>Date:</b> May 2020		
<b>Job Purpose to:</b> <ul style="list-style-type: none"><li>• deliver intensive teaching programmes over a time- limited period for pupils with speech, language and communication needs (SLCN) and/or social communication needs</li><li>• facilitate the inclusion in mainstream schools of pupils with SLCN</li><li>• train SEN support assistants and relevant staff in school and contribute to courses delivered by Specialist Teachers</li><li>• develop resources to support pupils with SLCN</li><li>• work as a member of multi-professional team and promote inclusion of pupils with SLCN.</li></ul>			
<b>Duties and key result areas might include:</b>  <b>Support for pupils</b> <ul style="list-style-type: none"><li>• Working directly in school with designated pupils individually, in small groups and in whole class settings.</li><li>• Raising achievement and pupil learning by:-<ul style="list-style-type: none"><li>o clarifying and explaining instructions</li><li>o encouraging and supporting spoken language skills</li><li>o motivating and encouraging as necessary</li><li>o developing social communication and social interaction skills</li><li>o encouraging pupils to concentrate and complete tasks</li><li>o liaising with the class teacher and specialist teacher</li><li>o devising complementary learning activities</li><li>o encouraging learning with and from other pupils.</li></ul></li><li>• Following assessment:-<ul style="list-style-type: none"><li>o planning the support for pupils with school SENDCo</li><li>o delivering the programme</li><li>o managing the programme by adaptation and development</li><li>o evaluating pupil progress</li><li>o maintaining records of pupil progress</li><li>o providing regular feedback to school staff and parents</li><li>o preparing resources and materials to meet individual pupil needs</li><li>o fostering links between home and school through home/school diaries and meetings</li></ul></li></ul>			

- o chairing review meetings
- o attending multi-agency meetings
- o liaising with professionals.
- Establishing a supportive relationship with pupils and promoting and reinforcing self esteem.

#### **Support for Parents/Carers**

- Providing regular feedback to parents/carers about pupil progress.
- Working with parents/carers to support the needs of their children
- Preparing and presenting oral and written reports at initial and end of term placements.
- Contributing to parental/carer understanding and knowledge about pupil's strengths and needs.
- Providing guidance and resources to support pupil progress.

#### **Support for School Staff**

- Actively promoting the inclusion of pupils with SLCN and social communication needs.
- Delivering group support in relation to language and communication needs to pupils in school
- Promoting equality of opportunity and delivery.
- Teaching strategies and demonstrating specialist resources to school staff.
- Sharing specialist skills and expertise.
- Mentoring LSAs attending accredited courses.
- Identifying and planning training in specific areas.
- Designing and evaluating specific projects and/or research.
- Assisting with liaison and transition between schools and other relevant bodies according to individual needs.
- Keeping accurate records of pupil progress using online systems.
- Providing accurate and objective feedback on pupil progress.
- Developing multi-agency support.
- Contributing to set up and support of professional groups.

#### **Service Contribution**

- Establishing productive working relationships with colleagues.
- Contributing to and managing pupil records.
- Contributing to development of Team procedures and policies.
- Promoting the Team's ethos and values.
- Participating in Team development, training and professional development.
- Working flexibly to deliver Team's outcomes.
- Adhering to the rules and Code of Conduct of Northumberland County Council.
- Meeting the level of professional standards as outlined in the Team's policy guidance.

#### **Professional Standards**

- Professional values and practices:-

- o having high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and be committed to raising their educational achievement.
  - o building and maintaining successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
  - o demonstrating and promoting the positive values, attitudes and behaviour expected from the pupils.
  - o working collaboratively with colleagues, and knowing when to seek help and advice.
  - o liaising sensitively and effectively with parents and carers.
  - o improving their own practice, through observation, evaluation and discussion with colleagues.
- Knowledge and understanding:-
    - o having extensive understanding of speech, language and communication needs to support pupils' learning, and be prepared to acquire further knowledge to contribute effectively and with confidence to pupil progress.
    - o having knowledge of the Team's policies and procedure.
    - o having knowledge and experience of:-
      - age related expectations of the pupils
      - language assessments
      - specialist teaching approaches and strategies
      - language resources.
    - o understanding the aims, content, and intended outcomes for the lessons to ensure that these relate to the targets on the individual education programme.
    - o using ICT to advance pupils' language learning, and use common ICT tools for their own and pupils' benefit
    - o knowing the key factors that can affect the way pupils learn.
    - o understanding the relevant statutory frameworks.
    - o understanding the expectation of a graduated response and SEN support as outlined within the SEN Code of Practice.
    - o knowing a range of strategies to establish a purposeful learning environment and to promote good behaviour.

### **Teaching and Learning Activities**

- Planning and expectations:-
  - o consulting with parents, school staff and specialist teacher to set targets for the IEP.
  - o drawing up the agreed plan.
  - o selecting and preparing appropriate teaching resources that meet individual pupil needs.
  - o maintaining close contact with parents/carers through a home/school diary, encouraging participation in sessions, open door policy.
- Monitoring and assessment:-
  - o evaluating pupils' progress through a range of assessment activities.
  - o monitoring pupils' responses to learning tasks and modifying their approach accordingly.
  - o monitoring pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.

- o maintaining and analysing records of pupils' progress.
- Teaching and learning activities:-
  - o using clearly structured teaching and learning activities, that interest and motivate pupils, and advance their learning.
  - o communicating effectively and sensitively with pupils to support their learning.
  - o promoting and supporting the inclusion of the pupils in the learning activities in which they are involved, when appropriate.
  - o helping pupils transfer skills learned in a 1:1 setting to a small/larger group.
  - o sharing specialist skills and expertise with other adults who teach/support the pupils.
  - o organising and managing safely the learning activities, the physical teaching space and resources for which they are given responsibility.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

#### **Work Arrangements**

Transport requirements:

Working patterns:

Working conditions:

Current Driving Licence and the ability to meet the transport requirements of the job.

Term Time + 5 teacher days (37 hours per week). Holidays – as schools.

Peripatetic/office based.

**PERSON SPECIFICATION**

<b>Post Title:</b> Specialist Speech, Language and Communication Needs Teaching Assistant	<b>Director/Service/Sector:</b> Schools/Education	Ref:
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
<ul style="list-style-type: none"> <li>Numeracy and literacy skills equivalent to NVQ 2 in English and Maths.</li> <li>NVQ3 Child Care and Education <b>or</b> NNEB or equivalent.</li> <li>A specialist qualification in Speech Language and Communication and Autism e.g. OCNNE Level 3 or BTEC Level 3.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist Diploma at Level I or Certificate Level C.</li> <li>SEN qualifications such as Advanced Certificate in Learning Support, City and Guilds, Specialist Teaching Assistant Certificate (STAC).</li> </ul>	(a), (i)
<b>Experience</b>		
<ul style="list-style-type: none"> <li>Working with individual children with SEND in a mainstream school in a variety of settings and Key Stages.</li> <li>Working with children with spoken language difficulties and ASD.</li> <li>Recording of pupils' progress against individual targets at SEN Support/EHCP.</li> <li>Supporting and advising parents.</li> <li>Working with other professionals</li> <li>Working with pupils with EHCP.</li> <li>Parent training.</li> </ul>	<ul style="list-style-type: none"> <li>Supervising small groups of children and young people.</li> <li>Counselling skills.</li> <li>Parenting training: as a trainer or participant.</li> <li>Working in a multi-agency setting.</li> </ul>	(a), (i), (r), (p)
<b>Skills and competencies</b>		
<ul style="list-style-type: none"> <li>Working knowledge of relevant policies and legislation.</li> <li>Understanding of principles of child development and barriers to learning.</li> <li>Ability to plan effective programmes for pupils with significant SLCN and/or Autism.</li> <li>Ability to relate well to children to achieve positive attitude and behaviour and ensure pupil progress.</li> <li>Ability to liaise sensitively and effectively with</li> </ul>	<ul style="list-style-type: none"> <li>NVQ 2 ICT Qualification.</li> <li>Evidence of participating in learning outside of work.</li> </ul>	a), (i), (r), (p)

<ul style="list-style-type: none"> <li>• parents/carers.</li> <li>• Effective ICT skills.</li> <li>• Basic clerical skills.</li> <li>• Willingness to respond flexibly to changing situations.</li> <li>• Willingness to participate in training and personal development.</li> <li>• Work collaboratively with colleagues.</li> <li>• Work under pressure to tight deadlines.</li> <li>• Demonstrate a high quality of verbal and written language skills.</li> <li>• Monitor and assess pupil progress.</li> <li>• Keep records and write reports.</li> <li>• Understand and adhere to the need for confidentiality.</li> <li>• Monitor and evaluate own skills and practices.</li> </ul> Prepare and lead training.		
<b>Physical, mental and emotional demands</b>		
<ul style="list-style-type: none"> <li>• Self reliant and able to use initiative to work effectively without close supervision to deliver a range of Team objectives.</li> <li>• Able to undertake the physical demands of the post.</li> </ul>		(i), (a)
<b>Other</b>		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

## National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate	

Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.