



Job Description

Job Title: Communication Teaching Assistant (Grade 5)

Location: Fountains Primary School

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Job Title	Communication Teaching Assistant
Location:	Fountains Primary School
Hours per week:	32.5
Weeks worked per year:	52 weeks (FTC)
Reporting to:	SENCO
Salary Scale:	Grade 5 (Pt 6-9)

Main purpose of Role

The post holder will play a vital role in supporting pupils with speech, language and communication needs by delivering targeted intervention programmes outside of the classroom. Working closely with the NHS Speech and Language Therapy (SaLT) service and the SENCO/Communication Lead, the Teaching Assistant will deliver agreed strategies and structured sessions designed to help pupils achieve measurable progress.

The role requires high-quality communication, accurate record keeping, and the ability to build effective relationships with staff, therapists, pupils and families. The post holder will contribute to referrals, attend reviews, support staff development, and produce resources tailored to individual pupil needs.

Principal Accountabilities:

Main Duties	<ul style="list-style-type: none"> • Deliver individual and small-group communication interventions as directed, ensuring fidelity to SaLT programmes. • Implement strategies recommended by therapists to support pupils' speech, language and communication development. • Create, adapt and organise resources to support identified interventions. • Collect and record data to monitor pupil progress, maintaining accurate and up-to-date intervention notes. • Contribute to communication-related referrals through gathering appropriate evidence and completing required documentation. • Attend and contribute to annual reviews, providing clear observations, progress information and next steps. • Liaise effectively with school staff, SaLT professionals and families to ensure joined-up support for pupils. • Provide feedback and model communication strategies for staff, supporting professional development. • Assist with the planning and delivery of training to staff alongside the SENCO/Communication Lead and Speech and Language Therapists. • Maintain confidentiality and comply with safeguarding and GDPR requirements at all times.
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	<ul style="list-style-type: none"> • Participate in training, CPD activities and performance management to enhance professional skills. • Support pupils' safety and wellbeing by following all relevant school and MAT policies. • Carry out any other reasonable duties requested by a manager.
<p>Teaching Assistant Agreed Framework Requirements</p>	<p>In all cases, indicative tasks at the competency level specified within the Teaching Assistant agreed Framework, will be the reference point for the competencies listed below.</p> <p>PUPIL PROGRESS:</p> <ul style="list-style-type: none"> • Be a proactive part of the teaching team, ensuring that all pupils make good or better progress • Establish constructive relationships and use a variety of methods to communicate with parents and other relevant professionals, in liaison with the teacher, to support pupils' learning, well-being and progress • Promote the inclusion and acceptance of all pupils within the classroom, school and wider community • Encourage pupils to interact and work co-operatively in learning activities • Promote independence and employ strategies to recognise and reward achievement of self-reliance and build self-esteem <p>PROFESSIONAL PRACTICE:</p> <ul style="list-style-type: none"> • Maintain, develop and apply professional knowledge to enable effective teaching and learning support • Share such knowledge with colleagues to improve whole school effectiveness • Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour • Respond quickly and appropriately to demands made by individual pupils to meet general care, mobility, and personal hygiene needs • Understand and apply the principles of good classroom management • Understand and apply a range of appropriate support strategies
<p>Other General Requirements</p>	<ul style="list-style-type: none"> • Assist pupils in personal care and their additional needs including welfare matters e.g. changing, feeding, using specialist equipment. • Prepare the classroom as directed for lessons, clear afterwards and assist with and maintain displays of pupils' work, notice boards, shelving systems etc. • Represent and promote the ethos and values of Esteem Multi-Academy Trust • To take and be accountable for all decisions made within the parameters of the job description

	<ul style="list-style-type: none"> • Participate with performance management and training and activities that contribute to personal and professional development • Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities & GDPR. • Provide a high standard of customer service in all dealings internal and external to the MAT
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This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good pass in English and Maths (GCSE grade C+ or equivalent). • ELKAN accreditation (or willingness to undertake - <i>If the post holder voluntarily leave within two years of completing this training, they will be required to repay all or part of the course costs.</i>) 	<ul style="list-style-type: none"> • PROACT-SCIPr-UK trained (or equivalent) • Full UK Driving Licence • Behaviour Management training • Level 3 First Aid at Work • Relevant TA qualification (e.g. NVQ Level 2/3).
Experience	<ul style="list-style-type: none"> • Successful experience of working with young people with behavioural needs. • Experience of supporting young people with Physical needs, behaviour and /or learning difficulties • Experience of working in classrooms setting • Experience working with pupils with additional needs. <p>Experience delivering structured interventions or supporting communication development.</p>	<ul style="list-style-type: none"> • Experience working with external agencies such as NHS Speech and Language Therapy. • Experience analysing progress data or completing structured observations.
Knowledge	<ul style="list-style-type: none"> • Knowledge of personal care procedures and physical disabilities • Good oral and written communication skills • Good organisational skills • Knowledge and use of Microsoft software and e mail • Is adaptable to change/embraces and welcomes change • Ability to maintain accurate records • Ability to work constructively as part of a team and on own initiative • Demonstrates a 'can do' attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations • Able to form positive relationships • Ability to undertake a range of teaching activities with confidence, working effectively with individual pupils, groups of pupils and whole classes 	<ul style="list-style-type: none"> • Knowledge of communication-support frameworks (e.g. PECs, visuals, SaLT programmes)

	<ul style="list-style-type: none">• Ability to contribute to planning and preparation of lessons and teaching materials• Ability to contribute to assessment and monitoring of pupil progress (if required).	
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Signed:

Date: