

Additional Job description for LaceyField Care Team SEND Teaching Assistant *supporting children with speech, language and communication needs.*

Predominantly working across EYFS and KS1

All responsibilities and duties as outlined in G5 Job description apply to this role

In addition, Job specific responsibilities and duties include;

Purpose of the role:

- To work under the instruction/guidance of the Executive SENCo and Behaviour for Learning leader, speech and language therapists and teachers to provide particular interventions specifically for students with speech, language and communication needs.
- Using your skills as an SLCN Intervention Teaching Assistant to support pupil outcomes, focusing upon language development, social and emotional skills, setting them up for success as they progress through the school.

Support for Students:

- Developing and running specific programmes and activities to assist the students' individual learning, language, social and emotional needs. The Care Team SEND TA is responsible for implementing these activities, reviewing progress, and providing feedback.
- Promote the inclusion of all students.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to students and parents in relation to progress and achievement under the guidance of the teacher or speech and language therapist.
- Deliver pastoral and learning support.

Support for the Teacher and Speech & Language Therapists:

- Use strategies, in liaison with the teaching team, SEND team and speech and language therapists, to support students to achieve learning goals.
- Assist with the planning and delivery of learning activities and interventions.
- Monitor students' responses to learning activities and accurately record achievement/progress towards specific targets.
- Provide detailed and regular feedback to the teaching team and wider SEND team.
- Promote positive behaviour in line with LaceyField's Belonging and Behaviour Policy.
- Establish and maintain constructive relationships with parents/carers by supporting their role in pupils' learning, providing constructive feedback on progress and achievements, specifically with regards to speech programmes and facilitating their support for home/school language interventions.
- Work with small groups of students taking responsibility for their learning, setting up speech, language, and emotional literacy interventions, creating resources and adapting activities to meet the needs of all students.

Support for the Curriculum:

- Undertake structured and agreed learning activities/structured speech and language programmes, adjusting activities according to student responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, emotional wellbeing, record achievement and progress and feed back to the teacher/speech and language therapist.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Prepare, maintain and use equipment/resources as required to meet the lesson plans/relevant learning activity and assist students in their use.

Support for the School:

Support for the Academy:

- Be aware of and comply with policies and procedures relating to safeguarding/child protection, health & safety, security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be aware of and adhere to school policies and procedures in relation to teaching & learning, behaviour, pastoral care and Special Educational Needs

- Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Deliver whole class cover, where required.
- Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Always promote equal opportunities.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher/ Speech and Language Therapist, to support achievement and progress of students.
- Support the wider care team by being both reactive and proactive in providing behaviour support, in alignment with school policies.
- Recognise your own strengths and areas of specialist expertise and use these to advise and support others. This is a description of the main duties and responsibilities of the post at the date of production. *The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.*

Criteria for this post

E= Essential

D = Desirable

1	Qualifications	
	NVQ 2 or equivalent GCSE or equivalent in Maths and English	E
2	Experience	
	2 years relevant experience	E
	Teaching Experience	D
3	Knowledge and Training	
	Evidence of relevant training/professional development and its application in a school or other education setting	E
	Specific training on speech, language and communication needs eg social skills, running language groups, ELSA interventions etc	E
	Basic understanding of child development and learning Knowledge of assisted communication eg, AAC devices, signing, Makaton	D
	Understanding of relevant policies / code of practice and awareness of recent legislation	D
	General understanding of the National Curriculum, EYFS Framework, and other basic training programmes/ strategies	E
4	Skills	
	Good numeracy/literacy and communication skills	E
	Effective use of ICT to support learning. Knowledge of specific programmes to support language development e.g symbol software, communication in print, widgit, board maker.	E
	Use of other equipment and appropriate technology	D
	Ability to self evaluate learning needs and actively seek learning opportunities	E
	To pro-actively ensure that Equalities and Diversity policies are implemented throughout intervention planning/delivery and pastoral work.	E
	Display commitment to child protection and safeguarding of children and young people	E

This line manager for this post will be EVP for Inclusion and Wellbeing