



Job title:	Speech & Language Teaching Assistant
Reports to:	Inclusion Manager/Class Teacher
Grade/Scale	BR4/5 (Point 12-17)

Key Purpose:

To assist in the support and inclusion of individual children identified by the School.
To improve the learning, social and emotional progress of the children within our provision.

Duties:

Working with Pupils

- Use curricular/learning skills and experience to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement and good behaviour
- Provide feedback to pupils in relation to progress and achievement
- Support pupils wellbeing during their transition into school each morning through the wellbeing hub
- Provide lunchtime cover

Teaching, Learning and SaLT Provision

- Meet with the SaLT to discuss the caseload and upcoming assessments, plan interventions and set targets
- Deliver interventions planned by the SaLT
- Work with the staff in preparing resources and evaluation as appropriate including pre and post assessments
- Support the teacher with ideas and resources to enable all pupils to make progress during lessons
- Support reception TAs with assessing pupils and delivering interventions pre referral – speech link
- Attend Bromley NHS speech and language sessions and feedback to class teachers about the interventions
- Help pupils to access learning activities through specialist support
- Help organise informal level S&L support (pre-referral)
- Work under direction of school SENDCo
- Be responsible for keeping and updating records as agreed with the SENDCo, contributing to reviews of systems/records as requested
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with incidents
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meeting with parents with, or as directed

- Provide general clerical/admin support, e.g. produce materials for agreed activities for interventions delivered and as required by class teachers

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
- Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Plan, set up and tidy away sensory circuits each morning
- Support teachers with ideas for sensory breaks for pupils during the school day.

Details and emphasis are subject to amendment and revision in the light of the changing needs of Mosaic Schools Learning Trust. This will always be in consultation with the post holder and any additional training needs identified and discussed with the post holder's line manager.

Mosaic Schools Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Criteria

Qualifications (Essential Requirements)

- Very good numeracy/literacy skills
- A knowledge and skilled use of a range of learning styles and teaching strategies to support children's learning
- NVQ3 in teaching assistance or equivalent qualification or experience
- Current paediatric first aid qualification or willingness to undertake training

Experience (Essential Requirements)

- Experience working with children of relevant age
- Experience of working with pupils with speech and language differences
- Willingness to attend meetings and training appropriate to the role

Knowledge/Skills (Essential Requirements)

- The ability to offer differentiated support depending on children's learning needs
- Has an up to date knowledge of relevant legislation and guidance in relation to working with and the protection of children
- Has a commitment to the protection and safeguarding of children
- Is willing to work within organisational procedures and processes and to meet the required standards of the role
- Has the ability to use initiative when required
- Has good communication skills and is able to form good and appropriate relationships with children, other support staff, teachers and parents
- Can use ICT effectively to support learning
- Familiarity with the Special Educational Needs Code of Practice
- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge of national curriculum and other relevant learning programmes
- Understanding the principles of child development and learning processes
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults
- Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these
- To be able to plan and deliver activities during the lunchtime period adhering to Health & Safety