



ACHIEVEMENT ASSISTANT (TA3) SPEECH & LANGUAGE THERAPY

Location: Abbeywood First School

Status: Permanent contract, 26hrs per week, TTO plus 4 TED days

Salary: TA3, SCP 7-11 (Actual £15,876.63 to £16,922.33)

Start date: As soon as possible

Closing date: 09:00am on Thursday 22nd January

Interviews to be held: Week commencing Monday 26th January



Central Region
Schools Trust

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We are seeking to appoint a committed, experienced and highly motivated Achievement Assistant TA3 with excellent interpersonal skills. This is an exciting opportunity to join our school, supporting our pupils with Speech, Language and Communication needs.

The key responsibilities of the role will include:

- ensuring the best possible outcomes for SEND pupils with Speech, Language and Communication needs (SLCN).
- leading intervention programmes for pupils with SLCN.
- undertaking individual and small group support for identified pupils
- working with the schools' allocated Speech and Language therapist
- supporting with target setting and provision evaluations for pupils receiving support

You must be able to communicate effectively with a range of stakeholders, work as part of a team as well as use your own initiative, have a good understanding of and be sensitive to the range of needs pupils with SEN and their families can experience.

Previous experience working with children is essential, preferably in a school environment. A commitment to equal opportunities, flexibility and strong IT skills are also essential.

If you would like to visit Abbeywood before submitting an application, please contact Mrs Kemp on 01527 962 794 to arrange an appointment.

For details on how to apply, please visit the school website www.abbeywoodschool.org.uk.

CV's will not be considered.

Job Description

Job Title: Achievement Assistant (TA3) - Speech & Language Therapy

Reporting to: Principal & SENDCo

Location: Abbeywood First School

Job purpose

- To support identified pupils (those with SEND or facing other barriers to learning) in reaching appropriate learning and developmental targets within the primary area of need for SALT
- To support teachers and other staff with their responsibility for the development and education of children, including those with special physical, emotional and educational needs and those with specific learning needs by utilising detailed knowledge and specialist skills
- To work under the guidance of teaching/senior staff, to implement agreed SALT work programmes with individuals and groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in specific areas and may involve assisting the teacher in the management/preparation of resources for specific pupils
- To undertake occasional 'Learning Supervision', i.e. supervise whole classes occasionally during the short-term absence of teachers. The primary focus whilst undertaking such supervision duties will be to maintain good behaviour, keep pupils on task, respond to questions and generally assist pupils in undertaking set activities
- To provide support, monitoring and feedback in relation to the identified area of need, incorporating data where necessary
- To liaise with SALT colleagues from external agencies to support identification and assessment requirements
- To liaise with SALT colleagues from external agencies to deliver specific targets and interventions as specified in assessment summary reports
- To liaise with parents to inform of identification, assessment, intervention and progress on a regular basis
- To liaise with parents who may express concerns about the SALT development of their children

Specific duties

Under the direction of the Principal and the SENDCo, the Achievement Assistant will:

- Use specialist (curricular/learning/behavioural management) skills/training/experience to support pupils in accessing learning, including facilitating group learning sessions
- Assist with the development and implementation of pupil passports and individual provision plans where appropriate
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Determine the need for, prepare and maintain general and specialist equipment and resources, especially those relevant to SALT assessments and interventions

Specific duties (continued)

- Plan for and deliver learning opportunities, review work and assess progress of specific learning for groups of pupils and/or individuals to meet their current needs
- Monitor, record and make assessments about individual progress
- Provide and develop interventions for the identified area of need
- Assist with target setting and monitoring of pupils receiving SALT support
- To support staff with resources and strategies in relation to pupils with the identified need
- To provide data to the Principal and the SENDCo, regarding interventions in a timely manner as fitting with the schools' assessment calendars
- To provide support to parents/carers (in discussion with the Principal or SENDCo)
- To provide (if requested) cover for classes due to absence
- To attend relevant CPD to ensure professional knowledge is current at all time
- When requested, to liaise with external agencies

Other duties

- To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall aims/work/ethos of the school
- Be aware of and comply with policies and procedures relating to child protection (Safeguarding), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate senior leader or DSL
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Supervise pupils on visits, trips and out of school activities as required
- To undertake such other duties, training and/or hours of work as may be reasonably required, and which are consistent with the general level of responsibility of this post
- Any other duties commensurate with the grade in order to ensure the smooth running of the school
- To undertake health and safety duties commensurate with the post and/or as detailed in the Directorate's Health & Safety Policy
- To attend school training days as required

Notes

- The Governing Body reserves the right to alter the content of this Job Description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility
- The duties described in the Job Description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Academies Equal Opportunities Policy

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> GCSE English & Maths (Grade A-C) or equivalent Minimum 3 years school based experience and evidence of relevant study 	<ul style="list-style-type: none"> A relevant qualification in Childcare and/or Education Specific qualification/Evidence of personal study in relation to Speech and Language
Experience	<ul style="list-style-type: none"> Experience of working with children in a nursery or school setting Experience Leading Speech and Language intervention(s) for small groups of students outside the classroom Experience of delivering support for targets set by external agencies 	<ul style="list-style-type: none"> Supporting families of pupils with Speech and Language needs Collating and analysing progress data for pupils receiving support Completing/supporting referrals to external agencies
Knowledge & Understanding	<ul style="list-style-type: none"> The needs of young children Child development and the ways in which children learn The ways that special educational needs and disabilities can impact students' learning The roles played by various adults in a child's education Behaviour management strategies Equal opportunities Safeguarding 	<ul style="list-style-type: none"> The use of identification tools related to Speech and Language needs
Skills	<ul style="list-style-type: none"> Be confident in the use of IT (Including Microsoft Office) Help professional staff to achieve their objectives Assist children in an individual basis, in a small group and whole class work Explain tasks simply and clearly and foster independence Accept and respond to authority and supervision Liaise and communicate effectively with others Demonstrate good organisational skills Reflect on and develop professional practice Monitor, record and make assessments about individual progress Have the ability to communicate clearly with adults and children Follow school policies and practice Able to identify next steps for individual pupils Support staff in delivering identified support 	<ul style="list-style-type: none"> Identify gaps in their own experience that they need help in filling

Need more advice?

Please see our website
(Central Region Schools Trust
- Founded by the RSA)

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate is required to undergo an Enhanced DBS check with Children's barred list.

Central Regions Schools Trust – Social Justice through Exceptional Schools’.

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