



St Alban's Catholic High School



“Learning, Respecting, Caring”

Specialist Teaching Assistant (Communication & Interaction / Sensory and Physical Specialisms and SENCO Support)

Job Description

St Alban's Catholic High School strives to provide an excellent education for our students within a caring Christian community where all are respected, valued and supported to achieve their potential. We aim to inspire everyone with the strength and purpose to begin the journey of learning for life and to prepare our students to lead by their example in the modern world.

All staff have a responsibility and have a duty to ensure that their work and interaction with all individuals fully reflects the school's distinctive ethos and mission statement as a Catholic School.

Salary:	Grade 3 Points 7-11 £20,444 - £22,129 FTE (£17,537 - £18,983 actual)
Hours:	36.5 HPW / 38 Weeks per year (term plus PD days) 8.30 - 16.30 (40 minutes unpaid lunch break per day)
Responsible to:	SENCO

RESPONSIBILITIES:

- To liaise with external specialists and the SENCO, in order to create individual student support plans that can be delivered within school.
- To deliver interventions and in-class support for students with Communication and Interaction related SENDs and to monitor and report progress.
- To deliver interventions and in-class support for students with Sensory and Physical related SENDs and to monitor and report progress.
- To deliver Social Communication and Interaction training to school staff as part of the general CPD programme and for teachers and teaching assistants of individual students as required.
- To assist the SENCO with specialised SEND related administration tasks.

1. PURPOSE AND SCOPE

- 1.1. To support individuals or groups of students with special education needs, to ensure that care and learning programmes for the students are met
- 1.2 Under the instruction/guidance of SENCO or other senior staff to enable access to learning for students and to assist the teaching staff in the management and delivery of effective QFT (quality first teaching) strategies in the classroom. Work may be carried out in the classroom or in other teaching areas
- 1.3 Share good practice staff to enhance work of teachers and other TAs

- 1.4 To work with SENCO to monitor progress of SEND students within curriculum area and advise on strategies to support student progress

2. ORGANISATIONAL RELATIONSHIPS

- 2.1 Responsible to SENCO but works to and with Pastoral Team and teachers on a day to day basis according to timetable
- 2.2 With reference to the SENCO, to liaise with teachers, other support, health and education specialists, parents, visitors and appreciate/support their roles.
- 2.3 To maintain professional relationships with all staff

3. MAIN DUTIES AND RESPONSIBILITIES

Support for students with communication and interaction SENDs and sensory and physical SENDs, including those with hearing and visual needs.

- 3.1 To attend to the personal, social and academic needs of students and any other special requirements depending on the nature of a student's special needs and, wherever possible, making these part of the learning experience
- 3.2 Provide support for specific students in lessons, contributing to ensure their safety and access to learning activities
- 3.3. Deliver 1:1 or small group interventions such as Social Skills, (under direction and guidance of SENCO and external specialists) and monitor and report on the effectiveness of these
- 3.4 Provide support during examinations as directed by SENDCO and Exams Officer
- 3.5 Set high expectations of conduct whilst acting as a role model
- 3.6 Assist with the development and implementation of Education Plans, Provision Maps and Personal Care programmes
- 3.7 Promote the inclusion and acceptance of all students within the classroom within the school's policies and procedures of equal opportunities
- 3.8 To provide feedback to students in relation to progress and achievement under the guidance of the teacher or the SEND coordinator

Support for Teachers

- 3.9 To work with CORE subject Heads of Department and teachers to develop differentiated resources and teaching approaches for students with SENDs.
- 3.10 Assist with the planning of learning activities for intervention groups e.g. ASDAN, Social Skills groups, Nurture Groups
- 3.11 To monitor student responses to learning activities and accurately record achievement/progress as directed and provide feedback to teachers on students' achievement, progress, problems etc.

Support for the Curriculum

- 3.12 In liaison with SENDCO to lead intervention programmes for identified groups or individual learning support needs.
- 3.13 Understand and ensure appropriate organisation/use of the classroom, equipment and resources, including supporting the use of ICT in learning activities and developing students' competence in its use for key supported students with SENDs.

Support for SENCO

- 3.14 To assist the SENCO with specialised SEND related administration tasks, including setting up and maintaining Provision Mapping software, contributing to the Annual Review process for EHCPs and liaising with primary settings in regard to transition for students with SENDs

4. GENERAL DUTIES

- 4.1 Accompany groups of students/individual students on school trips led by teachers

- 4.2 Where delegated responsibility for students off-site under supervision of external qualified teachers/tutors (e.g. college visit) ensure that full risk assessment procedures are in place (led by a teacher)
- 4.3 Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to a named appropriate person
- 4.4 Carry out their duties with the due regard to the school's policies on equal opportunities, health and safety and quality assurance
- 4.5 Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- 4.6 Participate in training and other learning activities as required and to participate in appraisal and professional development
- 4.7 To contribute to the professional development of the Learning Support Team through input to team meetings (e.g. sharing training experience and skills)
- 4.8 Undertakes other similar duties and activities that fall within the grade and role any other duties as may be reasonably required by the Headteacher

Special Conditions of Service:

- Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended
- Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview
- This job description will be kept under review and may be amended from time to time, following consultation with the post holder, to reflect changing needs of the school

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not specifically be identified. The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out additional duties within the context of the job, skills and grade.

Staff are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers and be conscious that an email sent from a school account, in essence, represents the school.

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

Person Specification

Experience	Experience of working in a support capacity in a school with pupils of relevant age or in an appropriate learning environment. Experience of working with external professionals to assess, plan, do and review, interventions for students with Social Communication and Interaction SENDs.	Essential Desirable	Assessed by Application Form
Qualifications and Training	Excellent Literacy and Numeracy skills to GCSE and potentially A Level. Commitment to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.	Desirable Essential	Assessed by Application Form
Knowledge and Skills	Basic knowledge of first aid	Desirable Desirable	Assessed by

	<p>Understanding of relevant behaviour policies and procedures</p> <p>Ability to apply behaviour management policies and strategies to contribute to a purposeful learning environment.</p> <p>General understanding of the Curriculum and other basic learning programmes.</p> <p>Working knowledge and skills of ICT to support learning (highly desirable)</p> <p>Ability to undertake varied duties.</p> <p>Ability to recognise limits of responsibility.</p> <p>Ability to work under direction of different people and as part of a team.</p> <p>Good communication skills with people at all levels (children and adults).</p> <p>Ability to gain respect of pupils through manner of confidence and authority.</p> <p>Able to organise own workload in the context of varied tasks.</p>	<p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>Application Form & Interview</p>
Personal Qualities	<p>A passion for child-centred learning especially for students with complex needs.</p> <p>Able to work calmly under pressure.</p> <p>Ability to critically evaluate own performance and make any necessary changes to be more effective.</p> <p>Commitment to the Catholic Ethos of the school: Enthusiastic, conscientious.</p> <p>honest, reliable, loyal, punctual.</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>Assessed by Interview & References</p>