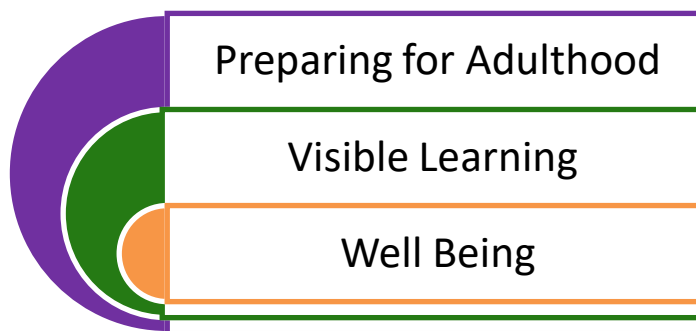


**Stormont House School**  
**Speech, Language & Communication Needs Teaching Assistant**  
**Job Description/Person Specification**  
**Salary Scale 5 £25,464 - £ 26,659**  
**33.5 hours per week**

**Our Vision**

Achievement for all in a unique world-class school

**Whole School Priorities**



**Purpose of the role:**

- To work under the instruction/guidance of the SENDCo, 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 in student learning, 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 SLCN Intervention TA is responsible for implementing these activities, reviewing progress, and providing feedback via the Annual Review process.
- Promote the inclusion and acceptance 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.
- Deal with minor incidents and the health and hygiene of the children and where necessary, escort them home.

**Support for the Teacher and Speech & Language Therapists:**

- Use strategies, in liaison with the teacher 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 teachers, support staff and speech and language therapist on students' achievement, progress, problems etc.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Establish and maintain constructive relationships with parents/carers by supporting their role in students' learning, providing constructive feedback on students' progress and achievements, specifically with regards to speech programmes and facilitating their support for home/school language interventions.
- Administer routine tests and invigilate exams and undertake routine marking of students' work as required. Provide clerical/admin support when needed.
- 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.
- Work in partnership with the teacher/ therapists to support school systems. This may include contributing to parents' evenings and meetings as appropriate.

### **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:**

- 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.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtime.
- 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.
- Recognise 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.

Our school community is richly diverse; understanding, celebrating, and capitalising on that is essential to the success of our school. We encourage applications from all sections of the community and have made a public commitment to Equality and Diversity.

**We take safeguarding children seriously**

As part of the shortlisting process, we will carry out an online search (including social media) on all applicants. Employment is not confirmed until a reference from your current/most recent Headteacher and enhanced clearance from the Disclosure and Barring Scheme (DBS) are received.

***At a time of rapid educational change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate, and as new needs arise. To avoid 'drift', the particulars of a job description should be reviewed annually as part of the appraisal/performance management process.***

**SELECTION CRITERIA for the post** E=Essential, D=Desirable

1	<b>Qualifications</b> NVQ 2 for Teaching Assistants or equivalent qualifications or experience.	E
2	<b>Experience</b> Working with or caring for children of a relevant age	E
3	Experience of working with children with SEN, including speech, language and communication needs	E
4	<b>Knowledge</b> Evidence of relevant training / professional development and its application in a school or other educational setting	E
5	Specific training on speech, language and communication needs eg social skills, running language groups, ELSA interventions etc.	E
6	Basic understanding of child development and learning Knowledge of assisted communication eg, AAC devices, signing, Makaton	D
7	Understanding of relevant policies / code of practice and awareness of recent legislation	D
8	General understanding of the National Curriculum and other basic training programmes/ strategies	D
9	<b>Skills</b> Good numeracy / literacy and communication skills	E
10	Effective use of ICT to support learning. Knowledge of specific programmes to support language development e.g symbol software, communication in print, widget, board maker.	E
11	Use of other equipment and appropriate technology	D
12	Ability to self evaluate learning needs and actively seek learning opportunities	E
13	To work positively with people of diverse backgrounds, characteristics and experiences to achieve the School Vision of 'Achievement for all in a unique, world-class school'.	E
14	To pro-actively ensure that Equalities and Diversity policies are implemented throughout intervention planning/delivery and pastoral work.	E
15	Display commitment to child protection and safeguarding of children and young people	E