

Senior Teaching Assistant / Team Leader

Department:	Children, Young People, Education and Skills
Section:	Education
Reports to:	Teacher / Head of Provision / Head Teacher, Primary and Secondary Schools
JE Ref:	CYP1017
Grade:	TAF07/CS07
Responsible for:	Supporting access to learning for students.

Job purpose

To provide the teaching staff with appropriate support by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals / groups or short term for whole classes. Monitor students and assess record and report on student's achievement, progress and development.

Be responsible for the supervision and development of a specialist area within the school and/ or management of other teaching assistants / key workers including allocation, monitoring of work and training.

Can be required to supervise and teach students in small groups or in 1:1 situations in liaison with teachers.

To encourage children to treat each other with respect and to follow the schools behaviour policy at all times.

Job specific outcomes

Contribute to the management of a team of teaching assistants / keyworkers within a specialist area in school to effectively deploy resources as required.

Contribute to the recruitment, training, development and induction of key workers / teaching assistants as required by the school ENCO.

Plan and implement agreed work programmes / practical lessons under the general guidance of the teacher to whom assigned. Observe and monitor the development of specific students, recording appropriately and applying this knowledge future planning.

Feedback to the team on the progress and behaviour of the individual group or pupil within the special needs area. Attend and report at annual reviews, monitor development of specific students on courses including feedback to other teaching assistants on progress and learning intentions.

Supervise and provide particular support for students including those with special needs ensuring the safety and access to learning activities in line with the curriculum.

Monitor and evaluate students responses to learning activities through planned observation and recording of achievements against pre-determined targets.

To advise class teachers and teaching assistants on approaches and strategies to use with students in a special needs area.

Deliver 1:1 support session to pre-teach and reinforce teacher delivered sessions.

Supervise whole classes occasionally during short term absence of teachers. The primary focus will be to maintain good order and to keep students on task. This can include cover, supervision and specified work in order to assist or support the work of a qualified teacher.

Manage and develop student's literacy / numeracy throughout different key stages.

Administer relevant assessments and be responsible for keeping and updating records in the agreed format with a teacher, contributing to reviews of systems / records as requested. Be responsible for target setting.

To assist in the invigilation of public examinations in particular supporting SEN students.

Accompany teaching staff on visits, trips and out of school activities where appropriate. Transporting and supporting physically disabled and special needs students where necessary.

Attend to the students personal needs, and implement related personal programmes, including social and emotional wellbeing, health, hygiene and welfare matters. Care for sick, distressed and injured children, carrying out the necessary first aid and take appropriate follow up action as necessary and within school policy. Contribute to specific reports when requested from external agencies ie specifically consultants, GPs and parents on students with medical problems.

To raise SEN awareness strategies within the school environment eg deaf awareness and autism awareness.

Take lead responsibility for the coordination of a school activity

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Share information about pupils with other staff, parents, carers, internal and external agencies, as appropriate. Report all concerns to an appropriate person.

Person Specification

Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
<p>Qualifications <i>Please state the level of education and professional qualifications and / or specific occupational training required.</i></p>	<p>Numeracy and literacy skills equivalent to Level 3 NVQ level 3 or equivalent in childcare, or diploma in childcare Education at Level 3. Appropriate First Aid qualification.</p>	<p>Specific key training in ACE courses, BSL level 2, RNIB partners in learning.</p>
<p>Knowledge <i>This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).</i></p>	<p>Child Protection training. Awareness of confidentiality and data protection principles. Full working knowledge of relevant policies, codes of practice and awareness of relevant legislation. Working knowledge of curriculum and other relevant learning programmes / strategies. Understanding of principles of child development and learning.</p>	
<p>Technical / Work-based Skills <i>This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.</i></p>	<p>Training required in at least 2 relevant strategies eg literacy or bilingual, dyslexia, sign language etc</p>	
<p>General Skills/Attributes <i>This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.</i></p>	<p>Ability to plan effective actions for students who require support to progress their learning or who require specific support to facilitate their accessing of other learning opportunities.</p>	<p>The understanding of the range of support services, agencies, providers and knowledge of their effective use.</p> <p>Ability to upskill and train team members in the specialist area and in the use of specialist programmes / equipment. Support the professional development needs of the team.</p>
<p>Experience <i>This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post-qualification experience).</i></p>	<p>Experience of working with or caring for children of relevant age. Minimum of 3-5 years experience of working with students.</p>	