

Special Educational Needs and Disabilities Academy Trust (SENDAT)



JOB DESCRIPTION

JOB TITLE:	SPECIAL TEACHING ASSISTANT (1:1) (STA) Tier 1
GRADE / SP:	SP 4-6
CONTRACT:	30 hours and 22 minutes per week / 39 weeks per year
WORKING ARRANGEMENTS:	Monday to Friday: 08:30 to 15:15 Includes 40 minutes unpaid break each day
REPORTS TO:	Head of School via AHT / KS Lead

CONTEXT

The Special Educational Needs and Academies Trust (SENDAT) is a Multi Academy Trust focusing on specialist provision and special schools. Its core aim is to provide for the continuum of special needs. Priory School, a founder member of SENDAT is an academy special school for students with complex moderate learning difficulties (MLD). Priory currently has 189 places including 23 residential places. The age range is 5-18 years old.

All SENDAT schools and alternate provisions have Trauma Informed practices embedded across the curriculum and SENDAT staff colleagues are given training and support to develop and use these skills in their day-to-day working.

All new appointments are subject to a 26-week probationary period, as set out in the SENDAT Probationary Procedure.

MAIN PURPOSE OF ROLE

To provide a safe and secure educational and caring environment in which children and young people with moderate learning difficulties will receive specialist teaching to develop the self-respect, self-confidence, self-control, self-advocacy and self-dependence necessary for participation as members of their community.

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To support teaching which will promote each student's intellectual, physical, social, emotional, moral and spiritual development so that each can develop the knowledge, skills and understanding to integrate within the school community and aspire to adulthood.

KEY RESPONSIBILITIES AND TASKS

Responsibility for teaching and learning is along a continuum. Class teachers remain accountable for all students' progress, however Special Teaching Assistants add important capacity to teaching and learning through their varying levels of supervision and support of targeted individuals and small groups.

Special Teaching Assistants additionally support class teachers in managing behaviour and through the planning and preparation of resources, including IT resources, enabling teaching staff to further support students with their specific, individual needs.

There is an expectation that all Special Teaching Assistants will actively contribute to the ongoing monitoring and assessment of students' learning – regularly liaising with class teachers and about progress against expected outcomes of individual students. All Learning Support Staff take the lead for monitoring a given number of students, completing initial documentation which will help inform reports to parents on Annual Review days and parents' information evenings.

CRITICAL RESPONSIBILITIES – under the supervision and direction of class teachers:

Under the direction of the Leadership Team and/or Class Teacher:

1. Contribute to the preparation and planning of discreet lessons or a series of lessons – which include the making of resources and contributing to displays to support learning;
2. Provide support for the teacher during lessons, e.g. through directed work on the Literacy or Numeracy strategy and other curriculum areas, or supervision small groups of students;
3. Maintain records of student needs and progress and actively contribute to regular, on-going assessment of progress against expected outcomes for individual students through monitoring and observation of student responses;
4. Undertake accurate feedback and correcting of students' work according to the school's assessment policies;
5. Undertake a range of tasks to support personal needs, for some students this could include personal care
6. Support inclusion through supervising and providing particular support for individual students, ensuring their safety and access to learning activities;
7. Establish good relationships with students, interacting with them in ways appropriate to their needs – promoting and supporting the Priory School Values;

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8. Undertake a range of tasks to support the use of ICT, literacy and numeracy across the curriculum, helping students develop competency and independence;
9. Lead and participate in lunchtime activities for students to develop social skills and coping strategies in unstructured situations.
10. Move and support students according to their needs using appropriate techniques
11. Look after sick children as directed by the class teacher / first aider;
12. Participate in basic first aid and other mandatory training;
13. Supervise students on playground breaks and moving around the school as part of a team
14. Remain up-to-date with students' individual Risk Benefit Assessments (RBAs) and use agreed behaviour management techniques;
15. Attend relevant staff meetings and training as agreed with the school's Leadership team;
16. Demonstrate a willingness to undertake appropriate CPD to enhance knowledge of SEND - developing knowledge and skills in a specific area of interest to support the relevant Priority Curriculum Pathways.
17. Undertake regular Safeguarding and Child Protection update training as required.

ADMINISTRATIVE AND GENERAL DUTIES

1. Prepare and present displays of students' learning and achievements;
2. Prepare IT resources and support students' use of Assistive Technology;
3. Support teachers in photocopying and other tasks in order to support learning and teaching;
4. Set a good example in terms of professional behaviour, dress, punctuality and attendance;
5. Record all incidents (both positive and negative) on Arbor and/or CPOMS (Safeguarding incidents);
6. Maintain confidentiality inside and outside the workplace;
7. Read, digest and comply with school policies and procedures, seeking clarification where necessary to ensure full understanding;

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with students, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.

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4. Maintain absolute confidentiality and exercise discretion with regard to staff / student information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Head of School or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

SAFEGUARDING AND SAFER RECRUITMENT

1. SENDAT is committed to safeguarding and promoting the welfare of children and young persons at all times. The post holder under the guidance of the Head of School, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.
2. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS). A check against the Children's Barred List will be carried out for those who work directly with students under the age of 18.
3. The post holder is required to disclose to the school details of any relevant changes in their criminal records status including all unspent cautions and convictions and all adult cautions and spent convictions that are not protected (i.e., that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).

The post holder is required to disclose to the school details of any Police warning, caution, bindover or conviction during relevant employment.

This job description sets out the main duties associated with the stated purpose of the post. Other duties of a similar level/nature undertaken within the school may be asked. The duties and responsibilities of this post may vary from time to time according to the changing demands of the school. This job description may be reviewed at the reasonable discretion of the CEO in the light of those changing requirements and in consultation with the post holder.

SENDAT – Welcoming Diversity

PERSON SPECIFICATION

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Criteria	Essential to basic performance of job	Required for fully competent performance of job
<u>KNOWLEDGE</u>		
Technical or specialist	<ul style="list-style-type: none"> • Experience of working with children / young people 	<ul style="list-style-type: none"> • Broad awareness and understanding of medical conditions such as asthma, epilepsy etc.,
	<ul style="list-style-type: none"> • Knowledge and use of a range of equipment 	<ul style="list-style-type: none"> • Awareness of health and safety procedures
	<ul style="list-style-type: none"> • Basic knowledge of first aid 	<ul style="list-style-type: none"> • Experience of one to one support, where appropriate
	<ul style="list-style-type: none"> • Recognised competence in literacy and /or numeracy including GCSE in Maths and English 	<ul style="list-style-type: none"> • NVQ2 or equivalent in related area
Literacy and Numeracy	<ul style="list-style-type: none"> • Ability to read and understand instructions 	
	<ul style="list-style-type: none"> • Ability to complete reports such as incident report form, behaviour dairy, progress report etc.. 	
School environment		<ul style="list-style-type: none"> • Knowledge of school policies and procedures
<u>MENTAL SKILLS</u>		
Research	<ul style="list-style-type: none"> • Assist teacher with information gathering and resources as appropriate 	

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Problem Solving	<ul style="list-style-type: none"> • Ability to recognise and resolve or report problems 	
Thinking creatively / Developing new ideas	<ul style="list-style-type: none"> • When supervision/working with small groups of students the post holder must be able to adapt support given to students depending on age and/or ability 	
	<ul style="list-style-type: none"> • Assist teacher in creating a positive learning environment 	
<u>INTERPERSONAL & COMMUNICATIONS SKILLS</u>		
Caring skills	<ul style="list-style-type: none"> • Sensitivity to students' needs 	
Advising / guiding skills	<ul style="list-style-type: none"> • Advising and guiding students on the best way to handle situations, under the teacher's direction 	<ul style="list-style-type: none"> • Providing information to other members of staff in relation to students'
		behaviour, activities and general progress
	<ul style="list-style-type: none"> • Encouraging students to participate in or complete tasks 	
	<ul style="list-style-type: none"> • Ability to conciliate between student in playground or classroom disputes 	

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		<ul style="list-style-type: none"> • Providing basis advice to other teaching assistants
Verbal and written communications (including use of languages)	skills	<ul style="list-style-type: none"> • Ability to communicate clearly
		<ul style="list-style-type: none"> • Ability to encourage participation and give feedback to students

		<ul style="list-style-type: none"> • Ability to maintain appropriate level of confidentiality
		<ul style="list-style-type: none"> • Attending and contributing to review and other meetings, as appropriate
		<ul style="list-style-type: none"> • Administering reading and spelling tests, under the direction of the teacher
Training and/or presentation skills		<ul style="list-style-type: none"> • Assist with the induction of new Teaching Assistants
<u>PHYSICAL SKILLS</u>		
Keyboard skills / use of mouse		<ul style="list-style-type: none"> • Ability to use keyboard and mouse required if supporting students using IT equipment
Other manual skills		<ul style="list-style-type: none"> • Use of guillotine, craft knives, glue guns etc when displaying work or assisting students in practical lessons

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	<ul style="list-style-type: none"> • Help students to use tools and equipment as required to support learning 	
<u>OTHER ATTRIBUTES</u>		
Level of autonomy	<ul style="list-style-type: none"> • Work is covered by set policies and procedures 	
	<ul style="list-style-type: none"> • Teaching assistants at this level will have a greater autonomy than those at level A, although their 	
	work will still be managed by the teacher or a more senior teaching assistant	
	<ul style="list-style-type: none"> • Able to work with small groups of students when carrying out specific tasks or on field trips etc., 	
	<ul style="list-style-type: none"> • Able to supervise larger numbers of students during break/lunchtime 	
	<ul style="list-style-type: none"> • Able to make decision on when to refer queries/problems to another member of staff 	

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SENDAT framework for supporting effective practice (to be used to support staff professional development)

	Supervision and support	Establishing good relationships	Managing student behaviour	Contribution to Teaching	Support for ICT, literacy and numeracy
Tier 1	Supervise and support students ensuring their safety and access to learning, alerting the teacher to where help is needed. Promote the inclusion of all students.	Establish good working relationships with students, acting as a role model and responding appropriately to individual needs.	Support the teacher in managing student behaviour, reporting difficulties as appropriate. Encourage students to interact with others and engage in activities led by the teacher. Encourage students to act independently.	Support students to understand instructions and liaise with the teacher when students have particular difficulty	Support students' literacy, numeracy, ICT as directed by the teacher
Tier 1	Supervise and provide particular support for individual students, ensuring their safety and access to learning activities. Promote the inclusion of all students	Establish constructive relationships with students and interact with them according to their individual needs.	Set high expectations and promote students' self-esteem and independence. Encourage students to interact positively with others and engage in activities led by the teacher. Promote good student behaviour and encourage them to take responsibility for their behaviour.	Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses. Use strategies, in liaison with the teacher, to support students to achieve learning goals.	Support the use of ICT, literacy and numeracy in learning activities and develop students' competence and independence in their use

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Tier 2	Use specialist skills/training and experience to support students. Establish productive working relationships with students, acting as a role model and setting high expectations. Promote the inclusion of all students	Establish productive working relationships with students, acting as a role model in the way you communicate and show enthusiasm, setting high expectations.	Set challenging expectations, promote positive values, attitudes Apply the behaviour policy to promote good student behaviour; Encourage students to take responsibility for their behaviour and to interact and work co-operatively with others. Support individual students to access and engage in activities. Employ strategies to promote self-reliance	Implement agreed learning activities, adjusting activities according to individual student needs. Help students to access learning activities through use of specialist knowledge and skill. Challenge students to think hard and be productive	Support the use of ICT, literacy and numeracy, in learning activities and develop students' competence and independence in their use. Extend students' vocabulary and other communication skills.
Tier 2	Use detailed knowledge and specialist skills to support students' learning. Support students consistently whilst	Establish productive working relationships with students, acting as a role model in the way you communicate and show	Set challenging expectations, promote positive values, attitudes and good student behaviour. Apply appropriate techniques to manage behaviour constructively, promoting	Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs, using specialist knowledge and skill	Promote literacy and numeracy improvement. Use ICT effectively to support learning activities and develop students'
	recognising and responding to their individual needs. Promote the inclusion of all students.	positive attitudes to learning, setting high expectations.	self-control and independence. Enable students to interact and work co-operatively with others engaging in activities. Employ strategies to recognise and reward achievement, self reliance and eagerness to learn.	Challenge students to think hard and be productive	competence and independence in its use. Extend students' vocabulary and other communication skills.

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Post Observation Discussion		
	Preparation and planning	Contribution to Assessment:
1	<p>Prepare classroom as directed for lessons and clear afterwards. Prepare and maintain equipment/resources as directed by the teacher and assist students in their use. Contribute to maintaining displays to support learning</p> <p>Be clear about your expected role in the lesson</p>	<p>Observe and spot student problems, note progress/achievements and feed back to the teacher as agreed. Keep a record as requested</p>
2	<p>Assist with the planning of learning activities; Prepare, maintain and use basic equipment/resources required to meet the lesson plans and assist students in their use. Help to maintain a purposeful, orderly and supportive environment . Assist with the implementation of IEPs/BPs. Contribute to planning, setting up and maintaining displays to support learning Be clear of the lesson objectives and your role in achieving them</p>	<p>Monitor students' responses to learning activities and accurately record achievement/progress as directed. Provide detailed and regular feedback to the teacher on students' response.</p>
3	<p>Work with the teacher to establish an appropriate learning environment. Plan and produce motivational and informative displays. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate. Help to set a working environment Assist with the implementation of IEPs/BPs Be prepared to contribute to achieving the lesson objectives</p>	<p>Provide feedback to students in relation to progress and achievement. Monitor and evaluate students' responses to learning activities through observation and recording of achievement against learning objectives. Undertake correcting of students' work, such as grammar and spelling; accurately record achievement/progress</p>

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4	analyse and manage appropriate learning environment and resources, including displays that compellingly promote learning in the subject. Within an agreed system of supervision, plan challenging teaching and learning objectives appropriate and strategies for achieving them. Implement IEPs/BPs Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds	Provide feedback to students in relation to progress and achievement. Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives. Provide objective, accurate feedback on student achievement and progress. Correct their written work, for example spelling and grammar Record progress and achievement in activities systematically
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