

Job Description

Job Title	Senior Advanced Teaching Assistant (SATA)
Grade	F
Responsible To	Headteacher / Principal / Member of Senior Management Team / HLTA / SENCO / Inclusion Manager
Staff Managed	ATAs, GTAs, and other support staff working in the classroom environment supporting the learning process
Job Family	Teaching Assistants
Job Purpose	<p>Delivers learning activities for a significant number of individual pupils or groups (in the case of small primary schools, groups may constitute the whole class). Activities may involve assisting in the planning, preparing and delivering of learning activities as well as monitoring pupils, assessing, recording and reporting on pupils' achievement, progress and development, under the direction of class/subject teacher.</p> <p>Can be required to provide cover supervision for the short-term absence of teaching staff for whole classes. Can be responsible for working within a specific work area, e.g. Pastoral, Behaviour or SEN</p>
Job Context	Works within the classroom or appropriate area of the school site to complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
Accountabilities / Main Responsibilities	
Operational Issues	<ul style="list-style-type: none"> • Use teaching and learning objectives to plan, prepare and deliver learning activities to pupils under the supervision of a teacher, adjusting activities according to pupil responses/needs • Monitor, evaluate and record pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives • Implement the School's Behaviour Management policy, to anticipate and manage behaviour constructively, promoting self-control and independence • Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison • Assist in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc. • Support pupils in their social and emotional wellbeing, and assist in the development and implementation of related programmes, including social, health and physical plans • Interact with pupils in ways that support the development of their ability to think and learn and work independently • Escort and supervise pupils on educational visits and out of school activities under the supervision of the teacher • Provide supervision during breaks as required • Support and motivate pupils to promote independence, resilience and increase self esteem • Cover short term teacher absence and communicate pupil work as planned by the classroom teacher and manage pupil behaviour
Communications	<ul style="list-style-type: none"> • Establish rapport and respectful, trusting relationships and communicate effectively with children, young people, their families and carers • Initiate appropriate and effective communication with the class teacher, and other professionals, forging and sustaining relationships across agencies

<p>Partnership or Corporate Working</p>	<ul style="list-style-type: none"> • Share information about pupils with teachers and other professionals as required • Provide objective accurate feedback and reports as required on pupil development, progress and attainment, supported with relevant evidence • Participate in meetings with staff, external agencies and parents, regarding pupils, under the supervision of the teacher • Liaise between managers/teaching staff and teaching assistants in the school/college • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings
<p>Safeguarding</p>	<ul style="list-style-type: none"> • Assist with pupils' personal, hygiene (including personal intimate care), and welfare, including physical and medical needs, whilst encouraging independence. (<i>Upon agreement with postholder</i>) • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, reporting concerns as appropriate.
<p>Planning and Organising</p>	<ul style="list-style-type: none"> • Organise and manage appropriate learning environment and resources • Support the use of ICT to advance pupils' learning, use common ICT tools for own and pupils' learning • Co-ordinate the activities of students entering the school for the purpose of work experience/ work placements • Assist with administrative support e.g. dealing with correspondence, compilation/ analysis, presentation of displays, making phone calls, reporting on attendance, exclusions etc. • Assist in the supervision, recruitment/ induction/ appraisal/ training/ mentoring of other support staff working across the school, where appropriate, sharing good practice • Under the guidance and supervision of a class teacher be responsible for marking the register or being a form tutor • Supervise and provide access arrangements for pupils sitting internal and external examinations ensuring that examinations comply with Examination Board Regulations • Participate in appraisal, training and other learning activities
<p>Data Protection</p>	<ul style="list-style-type: none"> • To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
<p>Health and Safety</p>	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.
<p>Equalities</p>	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. • Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. • Develop own understanding of equality issues.
<p>Flexibility</p>	<ul style="list-style-type: none"> • Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. • Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. • Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures
<p>Customer Service</p>	<ul style="list-style-type: none"> • The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.

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| | <ul style="list-style-type: none">• The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.• Understand your own role and its limits, and the importance of providing care or support. |
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Person Specification

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Staff Manage	ATAs, GTAs, and other support staff working in the classroom environment supporting the learning process	
Job Family	Teaching Assistants	
	Essential	Desirable (if not attained, development may be provided for successful candidate)
Knowledge		
<ul style="list-style-type: none"> • Good understanding of child/young people’s development and learning processes • Understanding of individual children and young people’s needs • An understanding that children/Young people have differing needs and knowledge of inclusive practice • Knowledge of Behaviour Management techniques 	<ul style="list-style-type: none"> • Knowledge of Child Protection legislation • Knowledge of Health & Safety legislation 	
Experience		
<ul style="list-style-type: none"> • Experience of working with children in an education setting. 	<ul style="list-style-type: none"> • Supervisory experience • Experience in a particular specialism relevant to the post e.g. Art/Music/Sport • Experience of delivering evidence-based interventions that accelerate learning 	
Occupational Skills		
<ul style="list-style-type: none"> • Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe • Good written and verbal communication skills: able to communicate effectively and build good relationships with all staff, children, young people, families and carers 		
Qualifications		
<ul style="list-style-type: none"> • Relevant NVQ level 3 qualification or equivalent 	<ul style="list-style-type: none"> • Level 2 qualification or equivalent in English & Maths • Appropriate first aid training (<i>Dependent on the schools needs</i>) 	
Other Requirements		
<ul style="list-style-type: none"> • Enhanced DBS clearance • Demonstrable interpersonal skills • Ability to work successfully in a team • Able to exercise discretion and judgement • Confidentiality • Flexibility • To be committed to the school’s policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people 	<ul style="list-style-type: none"> • Creativity 	

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| <ul style="list-style-type: none">• Ability to form and maintain appropriate relationships and personal boundaries with children and young people• Emotional resilience in working with challenging behaviours and attitudes• Ability to use authority and maintaining discipline• An empathy for equality & diversity | |
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