



STEPHEN HAWKING SCHOOL

JOB DESCRIPTION & PERSON SPECIFICATION

Senior Teaching Assistant

Job Description

Grade:	APT&C Scale Five (80%) Unqualified Teacher (20%)	Hours:	33¾ hours per week, term time only (39 weeks per year)
Responsible to:	Class Teacher	Supervises/ Manages:	Up to 15 class support staff
		Mentor to:	Trainees/students on work placements

Purpose of the Job

1. To provide support for pupils with Profound & Multiple Learning Difficulties (PMLD) and Severe Learning Difficulties (SLD), the teacher and the school in order to raise standards of achievement for all pupils, to encourage pupils to become independent learners, to ensure their safety and welfare and support the inclusion of pupils in all aspects of school life, including links to mainstream schools.
2. To lead and supervise the work of a small team of class support staff.

Main Activities and Responsibilities

1. To work with individual children and groups, under the direction of the class teacher, introducing tasks, monitoring children's work and using a range of strategies to support their learning.
2. To help pupils to access the full curriculum, at the same time promoting independent learning.
3. To observe pupils' performance, and using the systems in place in the school/class, provide the teacher with feedback on pupil progress and help to maintain individual and group records.
4. To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.
5. To help prepare and maintain a purposeful, orderly and supportive environment for learning, having specific responsibility for a shared resource area and the associated budget.
6. To maintain pupils' Records of Achievement in line with school policy and to support class teachers in the preparation of End of Term Reports and Annual Reviews.
7. To undertake display work in classrooms and around the school in line with agreed policy and standards.
8. To provide care with regard to the physical welfare of pupils.

9. To draw on specialist skills and knowledge to respond effectively to pupils with additional educational needs.
10. To contribute to the induction programme for newly appointed teaching assistants and provide mentoring support to trainees on work placements.
11. To act as supervisor/manager to teaching assistants and lunchtime assistants under the overall direction of the class teacher.
12. To be willing and able to work at more than one location in the borough for the school.

Note

Post holders will also be paid at the unqualified teacher rate for any half-day cover duties in excess of the standard one day per week.

Person Specification

The person specification is used to shortlist applicants

1. A thorough working knowledge of the full range of communication strategies suitable for pupils with PMLD and SLD with specific examples of how this knowledge has been applied to improve pupil learning.
2. Evidence of good practice in the use of the school Behaviour Policy, Staff Code of Conduct and End of Key Stage Independence Targets.
3. Attainment of, or established plans to obtain, qualification at NVQ Level 3 (or equivalent)
4. Evidence of contribution to raising attainment and achievement of children with PMLD and SLD.
5. The ability to provide support and guidance to colleagues on professional development opportunities within the school professional development and training cycle: for example, eating and drinking, therapy provision, information & communication technology (ICT), etc.
6. The ability to lead, manage and supervise the work of a team of class support staff.
7. The ability to contribute to the review and evaluation of the School Improvement Plan.
8. Adequate standard of literacy and numeracy. This should preferably be demonstrated by GCSE English and Maths passes at Grade C or above (or equivalent), or through a combination of the application form and pre-interview testing. Further proof of competency may be required after shortlisting.
9. Adequate IT skills, demonstrated through a combination of the application form and pre-interview testing.
10. Adequate knowledge of child protection and safeguarding, demonstrated through a combination of the application form and pre-interview testing.