

Senior Teaching Assistant Job Description

Post:	Senior TA (STA)
Salary Grade:	Grade G
Responsible to:	SENDSCO / Assistant Headteacher
Hours of Work:	Term time only (195 days) + 1 day (August results) 37 hours per week, 8.20am - 4.20pm (3.50pm on Fridays)

Core Purpose

The Senior Teaching Assistant (STA) will:

- Work with class teachers to ensure SEND pupils engage in learning and make good progress;
- Promote pupils' independent learning skills, self-esteem and social inclusion;
- Give support to pupils through structured interventions, so they can access the curriculum, take part in learning and experience a sense of achievement;
- Act as a Key Worker for a number of SEND pupils, maintaining regular contact with parents / carers;
- Work closely with Faculty Leaders to ensure teaching staff have the skills, knowledge, training and resources to differentiate appropriately to meet the needs of SEND pupils within their subjects;
- Be linked to support a faculty with SEND intervention and teaching strategies, developing expertise in specific subject areas;
- Take responsibility for the day-to-day coordination of a specific programme of SEND provision: one from the following:
 - Social, Emotional and Mental Health Lead (SEMH);
 - Cognition and Learning: Literacy Lead (CLL);
 - Cognition and Learning: Numeracy Lead (CLN);
 - Communication and Interaction Lead (CI)
- Develop expertise in a specialist area of SEND provision (from list above) in order to provide support and training to teaching and support staff;
- Support the SENDSCO in delivering high-quality whole-school training;
- Support the SENDSCO in reviewing the education, health and care plans (EHCPs) with parents or carers and the pupil, communicating these effectively to relevant staff so that all are aware of EHCP updates and targets
- Line manage and support Teaching Assistants to ensure high quality provision and attainment of SEND pupils;

Responsibilities

1. Planning

- Use their area(s) of SEND expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities;

- Use allocated time to adapt and implement clearly structured, bespoke schemes of learning and resources, following the Whickham Learning Model, that interest and motivate SEND learners and advance their learning;
- Plan how they will support the inclusion of SEND pupils in the learning activities;
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of SEND pupil performance and progress;
- Liaise closely with teaching staff to understand lesson plans shared prior to lessons;
- Prepare SEND-appropriate resources to support teaching and learning in the link faculty;
- Plan and lead targeted SEND intervention groups within the faculty;
- Prepare the classroom environment for lessons.

2. Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of SEND pupils;
- Promote, support and facilitate inclusion by encouraging participation of SEND pupils in learning and extracurricular activities, supporting SEND pupils on educational trips and visits;
- Use effective behaviour management strategies consistently in line with the school's policy and procedures;
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment;
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment for SEND learners;
- Use SISRA to track and evaluate progress of SEND learners and create bespoke interventions to support achievement;
- Observe pupil performance and pass observations on to the class teacher;
- Support SEND learners outside school hours - e.g. 1:1 tuition; homework hub, etc;
- Supervise whole classes occasionally during the short-term absence of teachers;
- Undertake any other relevant duties given by the class teacher

3. Working with colleagues and other relevant professionals

- Through the school's appraisal process, line manage and support Teaching Assistants to ensure high quality provision and attainment of SEND pupils;
- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher;

- Communicate their knowledge and understanding of SEND pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision;
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the SEND pupils they work with;
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers;
- Collaborate with colleagues and other relevant professionals within and beyond the school;
- Develop effective professional relationships with colleagues;
- To act as a SEND Key Worker, individually assigned to our most vulnerable pupils, acting as a first point of contact for pupils and parents / carers, tracking and supporting their pupils' progress and well-being on a week-to-week basis.

4. Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the SEND Team's and School's policies, practices and procedures, so as to support the school's values and vision;
- Make a positive contribution to the wider life and ethos of the school;
- Support pupils with access arrangements by acting as invigilator, reader or scribe in internal and external examinations

5. Professional development

- Develop expertise in a specialist area of SEND provision (from list above) in order to provide support and training to teaching and support staff;
- Support the SENDCO in delivering high-quality whole-school training;
- Develop the capability and skills of staff who deal with SEND pupils by providing CPDL opportunities and training in their specialist area(s);
- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness;
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school;
- Take part in the school's appraisal procedures.

6. Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school;
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality;

- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community;
- Respect individual differences and cultural diversity;
- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and the school's child protection policy.
- Provide day-to-day safeguarding for pupils through meeting the Whickham school safeguarding policy; attending relevant CPD; using CPOMS to accurately record and act upon safeguarding issues; ensuring good communication with parents and appropriate external organisations in meeting safeguarding needs.

The post holder is expected to be available for 1 day each summer to support pupils on results day.

The post holder is expected to be a designated first aider and maintain up to date first aid certification.

DC March 2021