



Job Description and Person Specification

Job title	Teaching Assistant (Speech and Language)
Reports to	Assistant Headteacher
Contract	Permanent
School	King Offa Primary Academy
Location	Down Road, Bexhill-on-Sea, East Sussex, TN39 4HS
Grade	East Sussex NJC Single Status Pay Scale; Grade 5; SCP 12 to 13
Hours	20 per week (Monday to Friday 8.30am to 12.30pm)
Working weeks	Term time only

Job description

Role purpose

To support children with speech, language, and communication needs (SLCN) in accessing learning, developing their communication skills, and achieving their full potential. The role involves working closely with teachers, the SENCO, and external professionals, such as Speech and Language Therapists (SaLT), to deliver targeted interventions and in-class support.

Key tasks

- Support and enhance pupils' learning and contribute effectively and with confidence to the classes in which you are involved, either in the classroom, small groups or individually
- Monitor pupils' responses to learning tasks and modify your approach accordingly
- Have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement
- Assist with the preparation of learning and classroom resources
- Support the responsible use of ICT in learning activities
- Promote high standards of English and Maths
- Carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills and provide this feedback to the teacher/SENDCO, including feedback on the effectiveness of the behaviour strategies adopted
- Undertake other relevant administrative duties, as directed by the teacher
- Maintain the appearance and ethos of the school by completing classroom and corridor displays
- Undertake break and lunchtime duties (if required)
- Be involved in extra-curricular activities, such as trips, visits and clubs and assist with special school events, for example sports days and open days
- Administer basic first aid to pupils where appropriate first aid qualifications are held



- Give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem
- Feedback any significant incidents to the teacher to ensure that the parent/carer partnership is effective
- Provide an environment that is safe and conducive to high-quality learning, built on mutual respect
- Build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners
- Demonstrate and promote the positive values, attitudes and behaviour you expect from the pupils you work with
- Adopt a range of strategies, in line with the schools' policy and procedures, to establish a purposeful learning environment and to promote good behaviour
- Promote and role model acceptance and inclusion of pupils with SEND/SEMH, encouraging pupils to communicate in an appropriate and acceptable manner
- Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures

Supporting Pupils

- Work with identified pupils to develop their speech, language, and communication skills, following guidance from external SaLT professionals.
- Deliver structured interventions and activities to support language development, articulation, vocabulary, and social communication.
- Provide in-class support to help children access the curriculum and participate in lessons.
- Use visual aids, Makaton, and assistive technology as appropriate to support communication.
- Monitor and record pupils' progress, feeding back to teachers, SENCO, and senior leaders.

Supporting Teachers and the School

- Work collaboratively with class teachers and teaching assistants to adapt learning materials and classroom strategies for pupils with SLCN.
- Model effective communication strategies for staff to support pupils' language development.
- Assist in creating a language-rich learning environment that supports all pupils.
- Contribute to and implement individual support plans (ISPs) and speech and language programmes.
- Maintain accurate records of interventions and pupil progress.
- Attend relevant training to enhance knowledge and skills in speech and language support.

Working with Parents and Professionals

- Liaise with parents/carers to share progress and strategies to support speech and language development at home under the direction of the SENCO



- Work alongside external professionals, attending meetings where necessary, to ensure a joined-up approach to supporting pupil under the direction of the SENCO.

Midday Meal Supervision (when required)

- Be proactive in ensuring a successful lunchtime for all pupils
- Provide positive praise for all and any behaviour and attitudes that support positive outcomes for all pupils during lunchtimes
- Model collaborative, positive and calm behaviour and attitudes that pupils can aspire to
- Prepare the dining hall for lunch, including setting out and laying up tables
- Work with other members of the team to ensure the lunch break starts and finishes on time
- Ensure that all pupils have either a cooked or packed lunch
- Serve lunch and drinks
- Encourage pupils to eat healthily and try new foods
- Clear spillages from the floor or tables, as necessary
- Clear up the dining hall after the lunch break, including clearing up food and wrappers left on the floor, wiping the tables and sweeping the floor
- Supervise pupils in the dining hall, in the playground and/or inside the school during wet play
- Ensure pupil's safety during the lunch break
- Actively promote positive behaviour and good relationships in line with school processes and procedures
- Help resolve conflict where necessary in line with school processes and procedures
- Intervene and deal with inappropriate behaviour in accordance with the Behaviour Policy and Procedure and, where necessary, report difficulties to your line manager
- Have knowledge of individual pupil's special needs and requirements
- Support (and attend to, if trained to do so) pupils who feel ill or become unwell during lunch break, referring them to a first aid trained colleague where necessary
- Report incidents in line with school policy

Support of Colleagues

- Work proactively and collaboratively with other members of the staff team

Self-Development

- Attend staff and team meetings as required
- Participate in training and other learning activities offered by the school
- Improve own practice, including through observation, evaluation and discussion with colleagues

Legislative and Procedural Compliance

- Maintain confidentiality on all school matters at all times
- Follow all legislation and best practice relevant to your role
- Follow all school and Aurora Academies Trust policies, procedures and guidelines



Safeguarding and Child Protection

- All staff have a responsibility for providing and safeguarding the welfare of children and young people they come into contact with
- All staff must comply with the school's Safeguarding Policy
- If, in the course of carrying out the duties of the post, the postholder becomes aware of any actual or potential risks to the safety and welfare of our pupils, these concerns must be reported immediately in accordance with the policy
- It is a requirement of the role that appropriate safeguarding and child protection training is undertaken
- A Disclosure and Barring Service (DBS) Check will also be required, and any additional checks recommended by Keeping Children Safe in Education may be undertaken (which may include online and social media checks)

The list of duties in this job description should not be regarded as exclusive or exhaustive.

This job description details the duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot, of themselves, justify a reconsideration of the grading of the post.

Aurora Academies Trust reserves the right to update this job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any significant proposed changes.



Person specification

	Criteria	E = Essential D = Desirable	Assessed by A = Application C = Certificates I = Interview
Qualifications	NVQ Level 2 for Teaching Assistants, in Childcare or in Playwork, or equivalent	D	C
	GCSE level 4 or above in English and Maths, or equivalent	E	C
	A relevant qualification in speech and language support	D	C
Experience	Experience working with children with speech, language, and communication needs in an educational setting	E	A
	Understanding of speech and language development and strategies to support children with SLCN	E	I
	Experience of establishing positive relationships with children and/or young people	E	I
	Experience of working as part of a team	E	I
	Experience using communication tools, such as Makaton, PECS, or AAC devices	D	I
	Previous experience working alongside Speech and Language Therapists	D	I
	Knowledge of speech and language link programmes	D	I
	Experience of using IT to support pupils in the classroom	D	I
Skills and abilities	Ability to deliver structured interventions and activities to support language development	E	I
	Good understanding of the primary curriculum and how SLCN can impact learning	E	I
	Ability to use language and other communication skills that pupils can understand and relate to	E	I
	Ability to demonstrate active listening skills	E	I
	Ability to consistently and effectively implement agreed behaviour management strategies	E	I



	Ability to provide levels of individual attention, reassurance and support with learning tasks, relevant to the pupils' needs	E	I
	Ability to monitor pupils' responses to learning activities and, where appropriate modify and/or adapt the activities as agreed with the teacher to achieve the intended learning outcome	D	I
	Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills	D	I
	Effective communication skills, both verbal and written	E	I
	Ability to work collaboratively with teachers, parents, and external professionals	E	I
	Ability to create and maintain high-quality and accurate records	E	I
	Ability to offer constructive feedback to pupils, to reinforce self-esteem	E	I
	Ability to remain calm and patient under pressure, whilst working to deadlines	E	I
	Ability to work effectively and supportively as a member of the school team	E	I
	Strong organisational and record-keeping skills	E	I
Knowledge	Knowledge of, or willingness to learn, the legal and organisational requirements for maintaining health, safety and security of yourself and others	E	I
	Knowledge or awareness of the SEN Code of Practice	D	I
	Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils	D	I
Attributes	Patient, empathetic, and committed to supporting children with communication difficulties	E	I
	Proactive and able to use initiative to adapt strategies for individual pupils	E	I
	Willingness to engage in further training and professional development	E	I



	Display a commitment to, and an ability to contribute to, the protection and safeguarding of children and young people	E	I
	A commitment to giving pupils and families the opportunity to reach their full potential	E	I
	A passion for working with and supporting children and/or young people	E	I
	Model behaviour, attitudes and dress that set the best possible example to pupils	E	I
Other	Ability to maintain confidentiality on all school matters	E	I
	Ability to create and maintain an appropriate environment which ensures the safety of all users of the school	E	I
	Willingness to participate in further training and development opportunities offered by the school, Aurora Academies Trust and the county	E	I
	Flexibility in the approach to work and the demands of the post and to be adaptable to the changing circumstances of the school	E	I
	A commitment to the school's vision, values and ethos	E	I
	A commitment to Aurora Academies Trust vision, values and ethos	E	I