

## Post Specification

<b>Date</b>	<b>August 2021</b>
<b>Post Group Number</b>	<b>30 JWCs – PG 2808 – Grade 7</b> <b>40 JWCs – PG 5621 – Grade 7</b> <b>50 JWCs – PG 5622 – Grade 8</b> <b>60 JWCs – PG 5623 – Grade 8</b> <b>70 JWCs – PG 4964 – Grade 8</b> <b>80 JWCs – PG 5624 – Grade 9</b> <b>90 JWCs – PG 5625 – Grade 9</b>
<b>Post Title</b>	<b>Senior Teaching Assistant (Traded Services)</b>
<b>Job Family</b>	<b>Quality, Resources and Transformation</b>
<b>Job Family Role Profile</b>	<b>PCD7</b>
<b>Final Grade</b>	<b>Grade 7-9 (dependent on JWCs)</b>

To be read in conjunction with the job family role profile

<b>Service Area description</b>
In Quality, Resources and Transformation directorate.
<b>Purpose of this post</b>
<p>To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.</p> <p>Senior Teaching Assistants may also supervise whole classes during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task.</p>
<b>Key job specific accountabilities</b>

### **Support for Pupils**

1. Use specialist (curricular/learning) skills/training/experience to support pupils
2. Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
3. Establish productive working relationships with pupils, acting as a role model and setting high expectations
4. Promote the inclusion and acceptance of all pupils within the classroom
5. Support pupils consistently whilst recognising and responding to their individual needs
6. Encourage pupils to interact and work cooperatively with others and engage all pupils in activities
7. Promote independence and employ strategies to recognise and reward achievement of self-reliance
8. Provide feedback to pupils in relation to progress and achievement

### **Support for Teachers**

1. Work with the teacher to establish an appropriate learning environment
2. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
3. Monitor and evaluate pupils' responses to learning activities through observation and planner recording of achievement against pre-determined learning objectives
4. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress, and other matters, ensuring the availability of appropriate evidence
5. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
6. Undertake marking of pupils' work and accurately record achievement/progress
7. Promote positive values, attitudes, and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour .
8. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
9. Administer and assess routine tests and invigilate exams/tests
10. Provide general clerical/administration support e.g., administer coursework, produce worksheets for agreed activities etc.

### **Support for the Curriculum**

1. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
2. Implement local and national learning strategies, from Early Years through to KS4, and make effective use of opportunities provided by other learning activities to support the development of relevant skills
3. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
4. Help pupils to access learning activities through specialist support
5. Determine the need for, prepare and maintain general and specialist equipment and resources

### **Support for the School**

1. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
3. Contribute to the overall ethos/work/aims of the school
4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
5. Attend and participate in regular meetings
6. Participate in training and other learning activities as required
7. Recognise own strengths and areas of expertise and use these to advise and support others
8. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
9. Undertake planned supervision of pupils' out of school hours learning activities
10. Supervise pupils on visits, trips and out of school activities as required

Please note annual targets will be discussed during the appraisal process

### Key facts and figures of the post

#### Budget Responsibilities

- There are no budget responsibilities with this post

#### Staff Management Responsibilities

- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.

#### Other

- Some resource responsibilities: limited, cleaning materials and equipment, information

### Essential Criteria - Qualifications, knowledge, experience and expertise

- As a minimum, a relevant NVQ level 3 or equivalent
- English and Maths to GCSE grade 4 or above, or the equivalent e.g., Functional Skills level 2
- Desirable to have an additional specialist qualification/certification in education
- Desirable to have training in relevant strategies e.g., English, Maths, particular curriculum or learning area
- Up to date knowledge and understanding of the practices and procedures within education relating to the welfare, safety, and education of children
- Working knowledge of Early Years Foundation Stage/National Curriculum and other basic learning programmes and strategies
- Understanding of principles of child development and learning processes
- Desirable to have knowledge of other services to young people
- Recent, proven experience of working with or caring for children of a relevant age in an educational/ classroom setting
- Desirable to have experience in working in another service to young people
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Desirable to have experience effectively using ICT to support learning, as well as use of basic technology (computer, video, photocopier)
- Ability to relate well to children and adults
- Able to work constructively as part of a team
- Understanding classroom roles and responsibilities and own position within these
- Able to prioritise tasks and act on own initiative
- Able to motivate and encourage children to develop to their full potential

### Disclosure and Barring Service – DBS Checks

- This post requires a DBS check.
- The level of check required is: DBS Enhanced – Children

### Job working circumstances

<b>Emotional Demands</b>	<ul style="list-style-type: none"> <li>• The Job Working Circumstances for this post group are assessed on an individual basis using the JWC guidance document for Schools and School services</li> </ul>
<b>Physical Demands</b>	<ul style="list-style-type: none"> <li>• The Job Working Circumstances for this post group are assessed on an individual basis using the JWC guidance document for Schools and School services</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>• The Job Working Circumstances for this post group are assessed on an individual basis using the JWC guidance document for Schools and School services</li> </ul>

### Other Factors

**JWC Examples may include:**

- Work with pupils with severe and complex learning difficulties and associated disabilities including those with challenging behaviour
- Provide support and communication strategies as required e.g., PECs, signing, prescribed physiotherapy programmes, Team Teach, use of specialist aids and equipment
- In accordance with an agreed healthcare plan and following appropriate training as directed by the Head undertake medically invasive techniques such as feeding through gastroonomy tubes, use of nebulisers, oxygen administration, administration of medication
- Occasional attendance at meetings outside of normal school hours
- Must be available at short notice to be deployed into school
- Minimum 2 - 5 days availability
- Desirable to be able to travel within a 15-mile radius