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| **Job Title:** | Senior Teaching Assistant (STA) |
| **Unit/Directorate:** | Victoria Education Centre |
| **Reports To:** | Class Teacher |
| **Supervises:** | No direct reports |

**Date:** February 2025

**Purpose Of The Job**

- Under the direction of a teacher, take responsibility for the delivery of learning activities. This involves a contribution to the planning, preparation and delivery of learning activities for individuals/groups or whole classes of children.
- Under the direction of the class teacher, the STA may support the supervision and organisation of class-based staff.

**Main Duties**

1. To support the teacher in co-ordinating the organisation and management of a safe and purposeful learning environment.

2. To deliver group intervention teaching within a class at the direction of the class teacher.

3. To provide occasional cover for the class teacher in the case of absence.

4. In the absence of the Teaching Assistant, cover the duties of the Teaching Assistant.

5. Under the direction of the teacher, assist in the development and implementation of PLP (Personalised learning Plans).

6. Assist in maintaining and analysing of records of students' progress and achievement to inform future planning. Monitor and evaluate student's responses to learning tasks and participation through the application of the school's assessment criteria.

7. Provide constructive feedback to students, supporting them as they learn, and modify teaching strategies accordingly.

8. Work with the teacher to plan the week's schedule by reviewing the student's weekly planners, taking in consideration student appointments and objectives, staff numbers, and parental comments.

9. Leading and/or supporting students learning in the wider curriculum including but not limited to: outings, swimming etc.

10. To have an overall understanding of student's personal care needs and support in this when and where necessary.

11. To provide support for eating and drinking including such as gastro feeding in line with childrens' eating and drinking guidelines (training will be provided).

12. To be a class first aider.

13. Assist students with therapy needs as directed by the Therapists, including Physiotherapy, Occupational Therapy and Speech Therapy. This may include assisting with hydrotherapy and swimming sessions.

14. To understand and be proactive when communicating with students including use of all total communications systems such as Makaton etc. as appropriate.

15. Supervise the work of voluntary adult helpers who are supporting in class, including the allocation, direction and monitoring of their work.

16. Under the direction of the class teacher, prepare and use specialist resources to support the students and contribute to the selection and preparation of teaching resources that meet the diversity of student's needs and interests.

17. Seek to ensure the promotion and reinforcement of students' self-esteem, appropriate levels of effort and behaviour and to guide students to become independent learners.

18. Promote and support the inclusion of all students in the learning activities in which they are involved (including the use of communication aids, access to ICT equipment and specialist software required)

19. Use behaviour management strategies in line with the school's policy and procedures which contribute to a purposeful learning environment.

20. Attend meetings as requested and in line with working hours.

21. Support the use of ICT effectively in the classroom and develop student's competence and independence in its use.

22. At the direction of the class teacher, play a leading role in preparing, maintaining and utilising equipment and resources as required to meet the lesson plans/relevant learning or break time activity and assist students in their use.

23. Liaise sensitively and effectively with parents, carers and other departments within the school under the direction of the teacher, ensuring that communication is recorded and effective.

24. Recognise and respond effectively to equal opportunities issues as they arise, including challenging stereotyped views and by challenging bullying and harassment, following the relevant policies and procedures.

25. Follow the schools safeguarding procedures for reporting any change in students physical, emotional or behavioural condition, any accident or unusual incidents, any serious problems that may arise and any matter of concern expressed by students whether physical, emotional or spiritual.

26. To be responsible for and able to evidence own personal development by undertaking relevant training, attending meetings, conferences and events ensuring that you are updated in all matters relevant to the role within your Personal development plan agreed with your manager.

27. To carry out additional duties and tasks that may be required within the range of the responsibilities of the post.

**WORKING RELATIONSHIPS AND CONTACTS**

Internal: Teachers, teaching Support Staff, Residential team, Catering team, Therapy team, Physical Activities team, Administration Team.

External: Parents, social services, external consultants, contractors and agencies.

**WORKING ENVIRONMENT**

Busy classroom environment

**RESPONSIBLE FOR:**

Day to day tasks. Some planning ahead at a weekly level under direction of teacher e.g. rotas.

**SUPERVISION LEVEL**

Regular supervision. Access to support via call buttons at any time.

# Livability
# Person Specification

**JOB TITLE: SENIOR TEACHING ASSISTANT**

| | Essential | Desirable | Assessment Method |
|---|---|---|---|
| **Qualifications** | • Level 3 qualification relevant to the role, or 2 years' experience in a similar environment.<br>• Level 2 or equivalent in English, Maths and ICT, or willingness to achieve. | • PTTLS (or willingness to achieve)<br>• Specialist accredited training in an area of SEN<br>• Management or Supervision qualification<br>• Qualified first aider and lifeguard (or willingness to achieve within 6 months of appointment) | A / I / D |
| **Knowledge** | • An understanding of the National Curriculum and assessment methods.<br>• Effective use of ICT in the classroom<br>• An understanding of personal care procedures and practices<br>• An understanding of supporting students with physical, communication and learning difficulties<br>• Sound awareness of health, safety and welfare issues for both staff and students | • Differentiation techniques and methods in teaching<br>• Up to date knowledge of codes of practice/legislation/polices relating to safeguarding and the national curriculum | A / I |
| **Experience** | • Minimum of 12 months in a role such as an Education Support Worker (or equivalent) | • Working in a special needs school or environment | A / I |

Assessment Method Key: **A** = Application Form **I** = Interview **T** = Test **D** = Documentary Evidence

# Livability
# Person Specification

| | Essential | Desirable | Assessment Method |
|---|---|---|---|
| **Technical/ Work-based Skills** | • Proficient IT skills<br>• Ability to motivate, supervise, monitor staff and ensure that training and development needs are met<br>• Ability to effectively plan learning activities, and to teach individuals and groups of students for short periods of time.<br>• Physically able to undertake Moving & Handling activities<br>• Ability to build and maintain successful relationships with students, treating them consistently with respect and consideration. | • Sound interpersonal and management skills supported by recognised training<br>• Use of digital cameras, photocopiers, laminators, videos etc<br>• Assessed Mini bus driver<br>• Sound working knowledge of Makaton and communication aids | A / I |
| **General Skills/ Attributes** | • Ability to work collaboratively with multi-disciplinary colleagues ensuring students' needs are met.<br>• Able to communicate clearly to other professionals and parents.<br>• Punctual and reliable<br>• Ability to build and maintain successful relationships with students treat them consistently, with respect and consideration and demonstrate concern for their development as learners.<br>• Ability to maintain and respect confidentiality issues. | | A / I |

Assessment Method Key: **A** = Application Form **I** = Interview **T** = Test **D** = Documentary Evidence

# Livability
# Person Specification

| | Essential | Desirable | Assessment Method |
|---|---|---|---|
| | • Committed to students and students rights to independence, choice, dignity and self-respect.<br>• Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice.<br>• Ability to cope with competing demands, with support. | | |

Assessment Method Key: **A** = Application Form **I** = Interview **T** = Test **D** = Documentary Evidence

# Livability
# General Information

## CHRISTIAN ETHOS AND VALUES

The post holder must carry out all duties in a manner, which is consistent with Livability values, which are based on a Christian ethos.

The post holder must also maintain the policies, procedures and practices of the organisation and as far as possible, must ensure that all activities within the work setting are consistent with those values, policies, procedure and practices.

## WHOLE CENTRE

Represent the Centre in a manner consistent with its ethos and values.
Maintain high professional standards throughout the Centre and contribute to whole Centre policy and practice development.

To be acquainted with Makaton signing, use of symbols and VOCAs, and use it to support Total Communication with all students, with due respect to the Communication Charter

## CONFIDENTIALITY

The post holder must ensure that any information relating to employees, service users and volunteers (future, current and past) is treated in strictest confidence and must be discussed only within the confines of the work setting with the appropriate members of the team or managers.

## HEALTH AND SAFETY

The post holder must be familiar with Livability Health and Safety policies and guidelines. All work should be undertaken so as to be consistent with these, and so as to ensure own health and safety and that of others affected by their work.

This job description and person specification is not exhaustive and amendments and additions may be required in line with future changes in the post holder duties.

Signed by employee : _____

Date : _____