



JOB DESCRIPTION

Post:	Speech and Language Therapy Support
Grade:	Level 3 (Band 4 – point 7 – 11)
Hours:	35 hrs per week – Term Time plus 5 Days Monday to Friday 8.30am to 4.00pm (Includes 30 minute break)
Line Manager:	Head of Campus

Purpose:

To work under the direct instruction of teaching/senior staff, to support access to learning for pupils with speech, language and communication difficulties and provide general support to the teacher in the management of pupils and the classroom, including preparation, and routine maintenance of resources/equipment.

To work under the instruction/guidance of teaching/senior staff to work towards speech, language and communication targets to enable access to learning for pupils.

Work may be carried out in the classroom or outside the main teaching area and may include preparation, and maintenance of resources and support to staff and pupils.

Support for Pupils:

1. Attend to the pupils' personal needs and implement related personal programmes including social, emotional, behaviour, health, physical, hygiene speech, language and communication needs.
2. Supervise and support pupils ensuring their safety and access to learning.
3. Plan, deliver and evaluate individualised programmes of support for children to develop their speech, language and communication skills, including:
 - speech difficulties
 - vocabulary difficulties
 - difficulties with understanding
 - difficulties with expressive language
 - difficulties with verbal reasoning
 - difficulties with phonological awareness
 - difficulties with social skills

4. Plan and deliver and evaluate programmes of support to small groups of children to develop speech, language and communication skills.
5. Monitor and record pupil responses and learning achievement, make detailed notes about the sessions and children's progress.
6. Assess, record and report on development, progress and attainment as agreed with the teacher.
7. Provide appropriate feedback to the pupils within the session.
8. Liaise with teachers, other support assistants and external agencies about the needs and progress of children receiving support.
9. Share knowledge and ideas from training/supervision sessions with other staff as appropriate.
10. Attend termly speech and language assistants meeting to discuss caseload, resources and ideas with other speech and language specific LSAs and external agencies.
11. Work within own competencies and level of development, under the guidance of the line manager.
12. Liaise with parents in line with school policy.

Support for the Campus:

1. Liaise regularly with teacher and all appropriate professionals about student's progress.
2. Attend relevant in-service training and professional development courses.
3. Understand and implement academy policy in all areas, including policies relating to child protection, health, safety and security, confidentiality and data protection, behaviour and uniform regulations.
4. Be aware and support difference and ensure all pupils have equal access to opportunities to learn and develop.
5. Liaise with the teacher regarding a child's speech, language and communication needs within the classroom.
6. Maintain records for allocated students.

7. Participate in evaluation and give feedback of support programme.
8. Foster links between home and school.
9. Contribute to reviews of student's progress.
10. Assist with break-time and lunch-time supervision including facilitating games and activities.
11. Supporting and attending whole academy/campus events.
12. Contributing to the campus duty rotas.
13. Contribute to the overall ethos/work/aims of the school
14. Undertake any other reasonable task as may be directed by the Head of Campus/Senior Leadership Team.

Person Specification:

- Working at NVQ Level 3 in supporting teaching and learning or equivalent.
- 5 or more GCSE Grade C or above (including Maths and English) or equivalent.
- Must have a caring and understanding approach.
- Able to work independently and show initiative or as part of a team.
- Strong communication and listening skills.
- Possess a keen interest in communication impairments or problems.
- Good time management and organisational skills.
- Has a warm personality and is able to stay calm under pressure.
- Demonstrates good interpersonal skills with children and adults.
- Is able to gain the confidence of children who are behaviourally challenging or socially withdrawn.
- Enjoys learning.
- Is able to plan programmes of support that incorporate variety, interest and pace.
- Is able to keep succinct records of involvement.