

CLIFTONVILLE PRIMARY & PRE-SCHOOL
 Northumberland Avenue, Margate, Kent, CT9 3LY
 Telephone: 01843 227575
 Head Teacher: Ms Claire Whichcord



Cliftonville Primary School and Pre School with Birchington CofE Primary School and St Saviours CofE Juniors School

Job description Speech and Language Therapy Teaching Assistant

Cliftonville Primary and Pre School along with Birchington CofE Primary School and St Saviour's CofE Junior School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Pay scale: CAT Range 5 equivalent to 25,252 FTE

Hours: A full-time position: 30 hours- 5 days a week split across three schools

Responsible to: Head teachers and SENDcos in each of the schools.

The contract sits with Cliftonville Primary School. Performance Appraisal processes are in line with Cliftonville's policies and procedures. It will be a temporary contract based on all three schools' commitment financially to the post.

This role is primarily to deliver the recommendations made by professionals within the Local Authorities Speech and Language team. These therapies may differ in each school.

<p>Main Purpose of the job</p> <ul style="list-style-type: none"> ▪ Compliment the professional work of the speech and language therapist by delivering individualised programmes of work- the therapies, aimed to improve specific speech and language difficulties, as detailed in the "green sheets" ▪ Liaise with each of the schools SENDco concerning pupils with speech and language concerns that have been referred by the teachers. ▪ Work alongside others to support identified pupils who have speech and language difficulties.
<p>Specifically</p> <ul style="list-style-type: none"> ▪ Work with pupils on a one-to-one basis to deliver a range of therapies. ▪ Ensure a welcoming and attractive space to deliver the therapies. ▪ Develop positive relationships with pupils who are referred for speech and language work. ▪ <i>Screen children referred for speech and language concerns, recommend follow up work, or implement an intervention if required.</i> ▪ Monitor and evaluate the progress of pupils while receiving speech and language support. ▪ Liaise with teachers and TAs about the children's progress and further support needed. ▪ Provide TAs with intervention ideas and resources for pupils who are supported in class. Support in providing TAs with additional training as required. ▪ Screen all children as directed to assess their receptive language skills. Liaise with teachers about any pupil who may need additional language support.



- Liaise with SENDco, class teachers, TAs, parents/ carers and outside agencies as required to ensure all stakeholders are aware of the child's needs.
- Produce reports and information as required concerning speech and language matters for pupils receiving support.
- Have knowledge of but not exclusively:
 - Pre teaching topic vocabulary to ensure access to the curriculum
 - Language for learning
 - Language link and speech link
 - Phonological awareness
 - Cued Articulation
 - Language through Colour
 - Active listening
 - Intensive interaction

Speech and Language Therapy Teaching Assistant

PERSON SPECIFICATION

Desirable in italics

Experience	At least two years' experience working with children of relevant age in a learning environment.
Qualifications/Training	Met NVQ Level 3 or Higher Level Teaching Assistant standards or equivalent qualification. Excellent numeracy/literacy skills – equivalent to at least GCSE Grade C in English and Mathematics. <i>Knowledge of / Makaton trained</i>
Knowledge/Skills	Use of standard English (spoken and written) Set a good example in terms of dress, punctuality and attendance Able to manage own emotions and demonstrate a mature and confident approach Demonstrate the highest integrity and ability to adhere to the school's confidentiality policy Use ICT effectively to support learning Full working knowledge of relevant policies/codes of practice/legislation Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies Good understanding of child development and learning processes Understanding of statutory frameworks relating to teaching Ability to organise, lead and motivate a team Constantly improve own practice/knowledge through self-evaluation and learning from others Ability to relate well to children and adults Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these Understanding of impact of children's emotional well-being Able to manage children's behaviour, following school policies <i>Understanding of expected rates of pupils' progress</i>
Equal Opportunities	Commitment to the implementation of each school's equal opportunities policy
Continuing Professional Development	Willingness to undertake additional training/staff development as appropriate including INSET days and staff meetings for which additional payment would be made Ability to reflect on own professional practice and be self-motivated in seeking to improve