

Job Description and Person Specification

Specialist Teaching Assistant

Job Details	
Grade	4
Service	SEND Support Service
Location	President Kennedy Enhanced Resource Provision (ERP)
Job Evaluation Code	

Coventry City Council Values
<p>We expect everyone who works for us to be committed to our One Coventry values and to share our commitment to becoming a more diverse and inclusive organisation:</p> <p>Open and fair: We are open, fair and transparent.</p> <p>Nurture and develop: We encourage a culture where everyone is supported to do and be the best they can be.</p> <p>Engage and empower: We engage with our residents and empower our employees to enable them to do the right thing.</p> <p>Create and innovate: We embrace new ways of working to continuously improve the services we offer.</p> <p>Own and be accountable: We work together to make the right decisions and deliver the best services for our residents.</p> <p>Value and respect: We put diversity and inclusion at the heart of all we do.</p>

Job Purpose
<p>The Complex Communication Team is part of Coventry's SEND Support Service. It is predominately a traded service that is widely respected in Coventry schools. We are specialist teachers who work closely with pupils, their families and our colleagues in education, health and care to improve outcomes for children and young people with autism and complex communication needs. We offer a wide variety of services including: informal specialist assessment; lesson observations and advice; one to one work with students; meetings with parents; and bespoke training for the setting.</p> <p>The Complex Communication Team also comprises the Enhanced Resource Provision at President Kennedy School. We are specialist teachers and teaching assistants who work closely with mainstream staff to improve outcomes for children and young people with speech, language and communication needs.</p>

Key Responsibilities and Accountabilities

Purpose of the role/Output

- To support secondary aged pupils who have an EHCP for speech, language and communication needs;
- To remove barriers to learning in the mainstream classroom and facilitate access to the curriculum;
- To liaise with mainstream teachers, specialist teachers, parents and outside agencies to improve outcomes for the pupils;
- To deliver a wide range of interventions designed to develop the pupils' self-esteem, self-confidence and general well-being.

Core knowledge

- An understanding of child development and learning and, in particular, barriers to learning
- An understanding of how to support young people with SLCN
- An understanding of a wider range of special needs, e.g., autism, ADHD, dyslexia, attachment disorder etc.
- An understanding of positive behaviour management strategies

Key Relationships

External:	Speech and Language Therapists Specialist teachers Health and social care professionals	Internal:	Students Staff in the mainstream setting and in the ERP Parents and families
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Standard Information

Post holders will be accountable for

- carrying out all duties and responsibilities with due regard to Code of Conduct, Safeguarding, Health & Safety and the City Council's Workforce Diversity and Inclusion Policies. Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.
- attending any training and undertake any development activities that are identified as mandatory/beneficial to their role.
- any other duties and responsibilities within the range of the salary grade.

Responsible for

N/A

Person Specification

Requirements

Knowledge	An understanding of child development and learning and, in particular, barriers to learning
Knowledge	An understanding of how to remove barriers to learning for young people with SLCN
Knowledge	An understanding of how to support young people with a wide range of special needs e.g., autism, dyslexia, ADHD, attachment disorder etc.
Knowledge	Familiarity with the National Curriculum, the SEND Code of Practice and other relevant guidance for working with young people with SEND
Knowledge	An excellent understanding of positive behaviour management strategies and how to build young people's self-esteem.
Knowledge	An understanding of the need for confidentiality and professional conduct.
Skills And Ability	Commitment to equal opportunities and safeguarding and promoting the welfare of children and young people.
Skills And Ability	Able to deliver interventions to small groups of pupils or individuals, preparing materials and assessing progress

Skills And Ability	Confident to feed into annual reviews and other meetings to build a picture of the young person's strengths and difficulties
Skills And Ability	Skills of empathy, listening, communication and responding with appropriate language to build rapport with children and parents/ carers with a variety of ages, abilities and backgrounds
Skills And Ability	Able to put young people at ease, gain their trust and not take things personally when things go wrong
Skills And Ability	Demonstrate excellent interpersonal skills, including tolerance, patience and the ability to advocate
Skills And Ability	Commitment to working in partnership with parents, colleagues and professionals from Health, Education and Social Services
Skills And Ability	Ability to communicate in a clear and timely manner, contributing to record keeping and other paperwork
Skills And Ability	Flexibility, approachability and able to be a supportive team member
Skills And Ability	Recognition of own strengths and areas for development and a commitment to own professional development needs
Skills And Ability	Competent user of ICT
Skills And Ability	Resilience and a sense of humour
Experience	Experience of working with children and young people
Experience	Experience of assessment and record-keeping
Qualification	Excellent literacy/numeracy skills equivalent to NVQ2 in English and Maths.
	Higher Level Teaching Assistant status or NVQ2/3 desirable
	Additional training relevant to the post
Special Requirements	This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS).

Disclosure and Barring Service (DBS)

Does the role require a DBS check?

[Find out which DBS check is right for your employee - GOV.UK](https://www.gov.uk/guidance/what-kind-of-dbs-check-do-you-need)

And if so, which type?

Basic Check

☐

Standard Check

☐

Enhanced Check

☐

Enhanced + barred list
check ☒

Declaration

Reviewed/Created By:

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Job Title:

Complex Communication Team Lead

Date:

4 July 2025