

Job Description and Person Specification



Job Description

Job Title	Specialist Teaching Assistant
Grade	4
Service	Complex Communication Team
Reports to	Teacher in Charge (TiC) at President Kennedy Enhanced Resource Provision (ERP)
Location	President Kennedy School
Job Evaluation Code	



About Coventry City Council

Who we are: At Coventry City Council we are dedicated to making a positive difference to the services we deliver to the diverse citizens of Coventry. The work we do improves people's lives – from helping them into work to providing clean and green places to live, to keeping people safe and protected.

As a Coventry City Council employee, you have our ongoing commitment to your growth and development with opportunities to work across multiple service areas including customer contact, public health prevention and education and skills, adults and children's services and provide support for the most vulnerable.

Our Priorities – Increasing the economic prosperity of the city and region, improving outcomes and tackling inequalities within our communities, and tackling the causes and consequences of climate change.

Our Values: 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:



About the Service your team will provide

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.

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.

Main Duties & Key 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.

Smoke Free

The City Council is Smoke - Free. Smoking is not permitted on any of our premises or the surrounding land including car parking facilities.

Training

The postholder must attend any training that is identified as mandatory to their role.

Responsible for:

Staff managed by postholder:

N/A

Person specification

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Knowledge	
<ul style="list-style-type: none"> An understanding of child development and learning and, in particular, barriers to learning. 	
<ul style="list-style-type: none"> An understanding of how to remove barriers to learning for young people with SLCN 	
<ul style="list-style-type: none"> An understanding of how to support young people with a wide range of special needs e.g., autism, dyslexia, ADHD, attachment disorder etc. 	
<ul style="list-style-type: none"> Familiarity with the National Curriculum, the SEND Code of Practice and other relevant guidance for working with young people with SEND. 	
<ul style="list-style-type: none"> An excellent understanding of positive behaviour management strategies and how to build young people's self-esteem. 	
<ul style="list-style-type: none"> An understanding of the need for confidentiality and professional conduct. 	
Skills and Abilities	
<ul style="list-style-type: none"> Commitment to equal opportunities and safeguarding and promoting the welfare of children and young people. 	
<ul style="list-style-type: none"> Able to deliver interventions to small groups of pupils or individuals, preparing materials and assessing progress 	
<ul style="list-style-type: none"> Confident to feed into annual reviews and other meetings to build a picture of the young person's strengths and difficulties 	
<ul style="list-style-type: none"> 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 	
<ul style="list-style-type: none"> Able to put young people at ease, gain their trust and not take things personally when things go wrong 	
<ul style="list-style-type: none"> Demonstrate excellent interpersonal skills, including tolerance, patience and the ability to advocate 	
<ul style="list-style-type: none"> Commitment to working in partnership with parents, colleagues and professionals from Health, Education and Social Services 	
<ul style="list-style-type: none"> Ability to communicate in a clear and timely manner, contributing to record keeping and other paperwork 	
<ul style="list-style-type: none"> Flexibility, approachability and able to be a supportive team member 	
<ul style="list-style-type: none"> Recognition of own strengths and areas for development and a commitment to own professional development needs 	
<ul style="list-style-type: none"> Competent user of ICT 	
<ul style="list-style-type: none"> Resilience and a sense of humour 	

Qualifications
<ul style="list-style-type: none"> • Excellent literacy/numeracy skills equivalent to GCSE Grade C or above in English and Maths
<ul style="list-style-type: none"> • Higher Level Teaching Assistant status or NVQ2/3 desirable
<ul style="list-style-type: none"> • Additional training relevant to the post
Experience
<ul style="list-style-type: none"> • Experience of working with children and young people
<ul style="list-style-type: none"> • Experience of assessment and record-keeping
Special Requirements
<ul style="list-style-type: none"> • 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).

Date Created	August 2023	Date Reviewed	October 2024
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