

JOB DESCRIPTION – Senior Teaching Assistant

Department:	Teaching	Accountable to:	Headteacher / Deputy Head / Senior Teacher/ Teacher
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Job Overview:

We are seeking a compassionate, dedicated, and experienced Senior Teaching Assistant to join our team at Sutherland House School, an inclusive school that supports autistic young people ages 5-19.

As a Senior Teaching Assistant, you will play a key role in providing individualised and group support to autistic children and young people, helping them achieve their full potential in a nurturing, tailored educational environment.

You will work closely with teachers, therapists, and other support staff to implement personalised learning plans, adapt teaching materials, and ensure that children's social, emotional, and academic needs are met. This is an exciting opportunity to make a real difference in the lives of autistic learners and their families.

Purpose of the Post:

- To be responsible for providing support for autistic pupils.
- To work with class teacher to raise the learning and attainment of pupils.
- To promote pupils' independence, self-esteem and social inclusion.
- To support with daily organisation of the class group.
- To support Teachers in providing and developing a high-quality specialist education to address the specific individual needs of pupils.
- To work across the school to model good practice and raise standards of support for all pupils across the learning pathways.
- To mentor and support qualified teaching assistants across the educational pathways.

Duties and Responsibilities:

1. To support the class teacher to manage the day-to-day running of the class.
2. To support the class teacher with the resourcing of well-structured lessons.
3. To support the class teacher with ensuring evidence of learning is collated and where appropriate, uploaded on learning platforms.
4. To ensure that the environment is suitably maintained for all pupils.
5. To assist in the development and implementation of IEPs.
6. To work collaboratively to ensure the effective delivery of a consistent and effective curriculum.
7. To co-operate with the Headteacher and staff at all levels in providing a caring, happy, safe and secure environment for pupils.

8. To foster and maintain good working relationships and full co-operation with members of staff, parents and professionals.
9. To play an active part in promoting good public relations in the locality so as to increase public awareness and support for the aims and objectives of Autism East Midlands.
10. To support pupils to enable them to access learning individualised approaches, both with 1:1 and group learning situations.
11. To attend and contribute to classroom, curriculum, staff and other meetings as appropriate, including in-service training and mandatory training.
12. To support pupils in a range of community settings, including college links.
13. To liaise with families and external agencies in a professional manner and record appropriately within the bounds of confidentiality.
14. To contribute to individual pupil records, reports, etc., in consultation with the Class Teacher and specialist staff.
15. To maintain good links with parents through home school diaries, attendance at parents' meetings, home visiting, etc., in consultation with the Teachers.
16. To encourage self-advocacy and respect dignity at all times.
17. To work within equal opportunity guidelines whilst demonstrating diversity and respect for individual choices.
18. To protect pupils from danger, harm and abuse in accordance with current safeguarding adults and children legislation and be responsible for the general welfare and security of those within your care.
19. To understand and manage pupil behaviour, following physical intervention guidelines as defined by Autism East Midlands.
20. To bring to the attention of the Teachers any significant development and / or behavioural difficulties associated with a particular pupil.
21. To assist with supervision of pupils at break and mealtimes, etc., and fully participate in toilet training, personal hygiene and other aspects of the self-care programme.
22. In consultation with Teachers, maintain a good quality of physical environment, including the maintenance of equipment and organising designated display work.
23. To promote high standards of hygiene and welfare for the pupils within the class, liaising with senior staff as appropriate.
24. To ensure that your conduct within the community does not conflict with the professional expectations of Autism East Midlands.
25. To undertake other duties appropriate to the position as delegated by the Headteacher / Senior Leadership Team.
26. Conform with health and safety requirements set in legislation and adhere to safe working practices, health and safety policies and other policies and procedures of Autism East Midlands.
27. Comply with Health and Safety, Fire Regulations and Autism East Midlands policies.

28. To carry out any other reasonable duties and responsibilities within the overall function commensurate with the grading and level of responsibilities of the post.

Equal Opportunities Statement

Autism East Midlands has a strong commitment to working towards the achievement of equality and opportunity in both service delivery and employment. Autism East Midlands mission statement and strategic objectives directly support these aims. All employees are required to actively support and implement Autism East Midlands Equal Opportunities Policies.

The post holder will be required to undertake such duties as may reasonably be expected. All members of staff are expected to be professional, co-operative and flexible within the needs of the post, the department and Autism East Midlands.

The postholder will be required to undergo and obtain a satisfactory Enhanced Disclosure and Barring Services check.

PERSON SPECIFICATION – Senior Teaching Assistant

Personal Skills / Characteristics	Criteria	Method of Assessing
<u>1. Experience</u>		
1.1 Experience of working with autistic pupils	E	AF / I / S
1.2 Experience of planning and leading lessons	E	AF / I
1.3 At least 2 years experience of working in an education setting	E	AF / I
<u>2. Qualifications and Training</u>		
2.1 Minimum of level 3 relevant qualification, e.g., NVQ Level 3 in Early Years Care and Education, Supporting Teaching and Learning in Schools, recognised Teaching Qualification, BTEC Diploma, CACHE Diploma, Teaching Assistant, or combination as identified on the Qualification Matrix	E	AF / CQ / S
2.2 Literacy and Numeracy Level 2 / GCSE English and Maths Grade C or above	E	CQ
2.3 Professional development relating to special needs education (e.g Makaton, TEACCH, PECS)	D	AF / I / S
<u>3. Special Skills and Knowledge</u>		
3.1 Ability to read, understand and write clear and accurate short reports	D	AF / I
3.2 Ability to contribute to pupil records, reports, etc.	D	AF / I
3.3 Understanding of autism spectrum condition	D	AF / I

3.4 Confident working in partnership with parents and other agencies	D	I
3.5 Working knowledge of Makaton signing and symbols / use of visual clarification systems	D	AF / I
3.6 Awareness of Health & Safety practice	D	AF / I
3.7 IT skills, e.g., Microsoft office, accessing & using email / internet	D	I
3.8 Ability to contribute and implement programmes of work in consultation with the Class Teacher	D	AF / I / S
3.9 Knowledge of the National Curriculum	D	AF / I / S
4.0 Knowledge of effective teaching and learning strategies	D	AF / I / S
4.1 Ability to adapt teaching to meet the pupils' needs.	D	AF / I / S
4.2 Ability to support and mentor/coach teaching assistants where needed	D	AF / I / S
4.3 Knowledge and experience of effective behaviour management strategies	E	AF / I / S
4. Personal Qualities		
4.1 Ability to work as a member of a team and on own initiative	D	AF / I / S
4.2 Punctual, reliable with high professional standards	E	AF / I
4.4 Understanding of Equality & Diversity	E	I
4.5 Commitment to objectives of Autism East Midlands	E	I
4.6 Good organisational skills	E	AF / I
4.7 Ability to work flexibly to meet demands of the service, e.g., work location, time tabling, age range	E	AF / I / S
4.8 Maintain professional relationships at all times	E	I
4.9 Commitment to undertake further training and continued professional development	E	AF / I / S
4.10 A commitment to safeguarding and prioritising the welfare of children and young people	E	AF / I
5.0 A commitment to achieving the best outcomes for all pupils	E	AF / I

D = Desirable E = Essential

Disability Discrimination Act 1995

The ways in which a disabled person meets the criteria for a post must be assessed as they would be after any reasonable adjustments required had been made. If appropriate, disabled candidates should indicate on the application form if they have needs which should be considered at the short-listing stage.

Short listing will solely be from the completed application form only, against the criteria marked “S”, therefore you **must** ensure these areas have been demonstrated on the application form. It is not sufficient to state, for example, “I have knowledge of domestic skills”. Please refer to ‘Guidance Notes – Employment Application Form’.

SHORT LISTING PANEL:

KEY: AF = Application Form		CQ = Qualification Certificate		I = Interview		S = Short listing
1.		2.		3.		Interview Offered: YES <input type="checkbox"/> NO <input type="checkbox"/>

Qualification Matrix:

CACHE Diploma in Childcare and Education (NNEB) 2 years full time.	BTEC National Diploma in Early Year / BTEC National Diploma in Childhood Studies / Early Years	NVQ3 Early Years Care and Education Also known as Childcare and Education	NVQ3 Caring for Children and Young People Part Time Course Now renamed NVQ3 Health and Social	NVQ3 Teaching Assistant Part time (do not confuse with Cert for TA's CTA3)	Recognised Teaching Qualification 0-18 age range e.g. B.Ed, PGCE
ADVANCED Modern Apprenticeships in Early Years Care (Involves: NVQ3 plus Key Skills and Technical Certificates)	NVQ3 – CCLD Childcare Learning and Development Part-time course	Level 3 Diploma in Specialist Support for Teaching and Learning in Schools	Renamed NVQ3 Supporting Teaching and Learning in Schools Part time	Level 3 Diploma for the Children and Young People's Workforce	

Alternatively Combination of Two Qualifications

e.g. NCFE + City & Guilds Learning Support

City & Guilds Certificate in Learning Support Competencies 1 year part time	NCFE 3563 Special Needs Assistant 1 year part time	OU Learning for All Level 2 1 year part time (now renamed E243 Inclusive Education)	OU Specialist Teacher Assistant Certificate	Certificate for Teaching Assistants Level 3 (CTA3) Do not confuse with NVQ3 Teaching Assistant Certificate
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