



JOB TITLE: Communication and Therapy Teaching Assistant

RESPONSIBLE TO: Senior Higher Level Teaching Assistant Communication and Therapy Assistant

GRADE:

Statement of Purpose :

To support students with speech, language, communication and sensory needs through classroom support, small group interventions and individualised communication programmes.

To work under the direction of the SHLTA Communication and Therapy Assistant, teachers and therapists to prepare resources, implement communication strategies and contribute to positive outcomes for students.

To support the delivery of communication and therapy interventions across the school and help ensure students can access learning as independently as possible.

Key Responsibilities

Communication and Therapy Support

- Support the delivery of communication and therapy programmes designed by therapists and the SHLTA Communication and Therapy Assistant.
- Deliver small group and individual interventions as directed.
- Assist with classroom observations and provide feedback to the SHLTA Communication and Therapy Assistant and therapists.
- Prepare, organise, and maintain communication and therapy resources.
- Create and update AAC resources using specialist software such as InPrint and communication apps.
- Support the implementation of AAC systems, communication devices, signing systems, symbols, and visual supports.
- Reinforce communication strategies throughout the school day under guidance.
- Support students to develop communication, interaction, and social skills across a range of learning environments.

- Assist with monitoring student progress and contribute to intervention records.
- Maintain accurate records and documentation as required.

Supporting the SHLTA Communication and Therapy Assistant

- Assist the SHLTA Communication and Therapy Assistant with planning and preparation of communication interventions.
- Prepare resources, timetables, visual supports and intervention materials.
- Lead agreed small group activities and interventions.
- Provide feedback following intervention sessions to support monitoring and evaluation.
- Contribute to the review and development of communication resources across the school.
- Support the organisation and maintenance of communication equipment and resources.

Supporting Learning

- Support students' access to learning across the curriculum.
- Adapt communication appropriately to meet individual student needs.
- Promote student independence and participation.
- Support implementation of EHCP outcomes and individual targets.
- Work alongside teachers and therapists to provide a consistent approach to student development.

Communication

- Communicate effectively with students, staff, parents and professionals.
- Maintain accurate records in line with school procedures.
- Share information appropriately with the SHLTA Communication and Therapy Assistant, teachers and therapists.
- Maintain confidentiality at all times.

Behaviour, Therapy and Play

- Implement agreed behaviour support strategies.
- Support students to regulate emotions and develop positive relationships.
- Promote inclusion and participation in all activities.
- Support social interaction, communication and play opportunities.

Team Working

- Work collaboratively with teachers, therapists, support staff and the SHLTA Communication and Therapy Assistant.
- Attend meetings, training and supervision sessions as required.
- Contribute to assessment, monitoring and recording of student progress.
- Provide support for colleagues when required.

- Follow all school policies and procedures.

SUPPORT FOR THE SCHOOL

- Comply with policies and procedures relating to safeguarding, health and safety, confidentiality and data protection.
- Support the school's vision, values, and aims.
- Contribute positively to the wider life of the school.
- Work effectively with colleagues, parents, and external professionals where appropriate.
- Demonstrate a commitment to equality, diversity, and inclusion.
- Provide additional class-based support during times of staffing shortages. Work collaboratively with the class staff to achieve the best outcomes for the students and take part in any class-based routines before, during and after the school day.

Please note

Working with Special Educational Needs students requires a particular understanding and appreciation of the individuals' needs and circumstances. The students that attend Manor Green School all require a greater degree of support due to their physical, learning and/or communication needs. They face significant challenges when accessing the world around them and it is our role as professionals to facilitate and enhance their experience. A broad spectrum of training will be provided on how to support the needs of our students.

The work will necessarily involve sitting at low tables, on the floor and may involve the manual handling of students. The environment is designed to be accessible to all, however there may be times when it is noisy and busy. In some cases, students may display behaviours that challenge. On rare occasions these behaviours may result in verbal aggression and/or physical assault/violence towards staff. This is a response to the world around them and their challenges interacting with it. We acknowledge that this can be challenging for staff and is therefore emotionally and physically demanding. We promote a culture of wellbeing for all and as staff your needs are included in this. To ensure that your emotional, physical, and spiritual needs are also met, you will be able to access training, coaching, and counselling services as required. This is not an exclusive or exhaustive range of responsibilities, rather an indicative list. You may be required to carry out further duties as reasonably required and commensurate with the position.

PERSON SPECIFICATION

Key Criteria	Essential	Desirable
Qualifications and training	GCSE Grade C/4 or equivalent in English and Mathematics.	
Skills and experience	<p>Experience working with children and young people with SEND.</p> <p>Good understanding of speech, language and communication needs.</p> <p>Ability to support learning and engagement within the classroom.</p> <p>Good communication and interpersonal skills.</p> <p>Ability to prepare and organise resources.</p> <p>Competent IT skills.</p> <p>Ability to work as part of a multidisciplinary team.</p> <p>Experience delivering small-group interventions.</p> <p>Ability to maintain accurate records.</p>	<p>Experience of AAC approaches and communication systems.</p> <p>Experience of working within a special school environment.</p> <p>Knowledge of EHCP processes.</p> <p>Experience supporting sensory and therapeutic approaches.</p> <p>Experience using InPrint or similar communication software.</p>