



Group	Education and Lifelong Learning
Division	Central South Consortium Joint Education Service
Section	School Improvement Team
Sub Section	Curriculum and Professional Learning
Post Title	Teaching Assistant Learning Pathway (TALP) Coordinator
Vision Post Number	
Grade	Secondment (max Grade 8)
Responsible to	QA TALP Lead
Post Reporting to this Post	n/a
Team	School Improvement Service
DBS Required Level	Enhanced
Location	Valleys Innovation Centre
Date of Description	June 2022

KEY OBJECTIVES

To support the Lead for Professional Pathways to develop professional learning opportunities and resources for teaching assistants (TAs). To facilitate professional learning for Teaching Assistants (TAs) and to assess and moderate Higher Level Teaching Assistant (HLTA) applications. To work with the CSC school improvement and business support teams with activities related to the Teaching Assistant Learning Pathway (TALP).

SPECIFIC RESPONSIBILITY

1. To support the vision, aims and aspirations of the Central South Consortium (CSC) and contribute to the strategic development of the service.
2. To work with the CSC School Improvement Team, schools and local authorities to ensure the CSC region becomes an outstanding place for equity and excellence for all learners.
3. To support the implementation of the regional strategy and activities related to the TALP, ensuring that the provision of support and professional learning (PL) reflects local, regional and national priorities, and the vision, aims and aspirations of CSC.
4. To support the implementation of the regional self-improving system in the area of the TALP as part of the Central South Wales Challenge.
5. To support the development, implementation, monitoring and evaluation of regional professional learning opportunities and resources related to TALP that align to CSC professional learning policies and processes and relevant national policies and guidance.
6. To identify and promote practice to share between schools regionally and nationally in relation to the TALP
7. To support the work of Improvement Partners in providing bespoke high-quality professional learning and/or support to schools, clusters and networks related to the TALP.
8. To facilitate the full range of TALP programmes to include induction, practising, aspiring HLTA and specialist opportunities as well as regional professional learning bespoke to CSC.
9. To train new TALP facilitators as needed in order to support the full national and regional professional offer provided by CSC.
10. To deliver assessor training for TALP assessors in order to ensure that every assessor is equipped to engage in the assessment process in line with the nationally agreed criteria.
11. To assess HLTA portfolios against nationally agreed criteria so that all TAs in the Central South region who attain HLTA status have done so to an agreed and consistently high standard.
12. To moderate HLTA portfolios regionally and nationally to ensure that all portfolios demonstrate the standard required to meet the assessment criteria and to mediate those portfolios that may require further refinement in order to pass.
13. To quality assure other TALP assessors in order to establish consistent practice within the Central South Consortium (CSC) region, across all local authorities and other regions.
14. To represent, if required the TA sector at regional leads meetings, including at Welsh Government meetings
15. To visit schools in the region in order to arbitrate as required, e.g. for HLTA portfolios that go to appeal, or to collaborate in the development of bespoke CSC professional learning.
16. To build and maintain strong relationships with school practitioners and leaders and support their response to local, regional and national priorities.

17. To build and maintain strong relationships with external partners in the context of the region.
18. To maintain effective high-quality communication with all stakeholders aligning to the CSC Communication Strategy.
19. To write high-quality reports in line with the policies and procedures of the Central South Consortium.
20. To participate in programmes of agreed professional development to contribute to the provision of a service of the highest quality.
21. To comply with CSC and RCT's Health and Safety Policies and procedures and undertake any relevant health and safety duties in accordance with local arrangements.
22. To undertake such other duties and responsibilities commensurate with the grade, as may be reasonably required by the Service Director, or as a mutually agreed development opportunity.

THE CONTENTS OF THE DOCUMENT WILL BE SUBJECT TO REVIEW FROM TIME TO TIME IN CONSULTATION WITH THE POST HOLDER. JOB DESCRIPTIONS MAY BE AMENDED TO REFLECT AND RECORD SUCH CHANGES.

Protecting Children and Vulnerable Adults is a core responsibility of all staff. All safeguarding concerns should be reported to the Cwm Taf Multi-Agency Safeguarding Hub (MASH).

PERSON SPECIFICATION

This Person Specification sets out the knowledge and / or qualifications, past experience and personal competencies that would be ideal for this particular post.

The **Knowledge / Qualifications and Experience** sections describe what is required in terms of the technical ability that is needed to do this job successfully.

The **Competencies** section describes the kinds of non-technical skills, abilities and personal characteristics that the ideal person for this particular role would have. The competencies describe how that person would ideally work with other people and how they would approach their responsibilities.

The **Special Conditions and Professional Requirements** section describes any other qualities appropriate to the particular circumstances associated with this role.

ATTRIBUTE	ESSENTIAL	DESIRABLE
KNOWLEDGE / EDUCATION	<ul style="list-style-type: none"> • Has gained HLTA status • Welsh Language Level 1. Please refer to The Welsh Language Skills Guidance online www.rctcbc.gov.uk/WelshSkills • Understanding of the Professional Standards for Assisting Teaching 	
EXPERIENCE	<ul style="list-style-type: none"> • Working with teams of TAs • Liaising effectively with teachers and school leaders • Advancing the learning of whole classes 	<ul style="list-style-type: none"> • Delivering professional learning to TAs or others • Creating resources for professional learning
COMPETENCIES		
Working as a team member	<ul style="list-style-type: none"> • Helps and Supports other Team members • Shares new ideas or effective ways of working with the team • Ensures that their way of working has a positive impact in the team. 	
Communicating Effectively	<ul style="list-style-type: none"> • Sets out written communication clearly, accurately and in a well-structured way. • Communicates clearly and concisely • Shares information with others, gives others the full picture. 	
Achieving Results	<ul style="list-style-type: none"> • Plans and prioritises in advance to meet deadlines. • Is flexible, can switch tasks/roles/prioritises to accommodate changes or new information • Uses their initiative and works without close supervision • Consistently delivers high quality outcomes 	
Personal Effectiveness	<ul style="list-style-type: none"> • Is highly dependable and trustworthy • Has an action focused attitude to new challenges and change 	
Focusing on Service Users	<ul style="list-style-type: none"> • Ensures customers' needs are met by responding to them efficiently and effectively. • Has a positive attitude towards helping people, and is willing to go the extra mile. • Promotes service and Council positively 	
SPECIAL CONDITIONS AND PROFESSIONAL REQUIREMENTS	<ul style="list-style-type: none"> • Promotes service and Council positively 	