**Job Description**

# Section A: Job Profile

*The job profile outlines key information relating to the salary and working conditions e.g., location of a job, along with the current focus of the role and a brief description of the main duties.*

## Job Details

|  |  |
| --- | --- |
| Job Title: | Teaching Assistant (SENSS Resource Base) Communication and Interaction |
| Salary: | Salary: FTE £25,992- £28,163  Pro Rata Term Time Only 39/52 weeks and 32.5/37 hours plus paid leave (5.64 weeks)  Hourly Rate: £13.47 - £14.60 |
| Grade: | Grade: 6  Scale points 8 - 13 |
| Hours: | 32.5 per week (5 days) (Pro Rata: 0.88FTE) |
| Team: | Communication and Interaction Support Service, SENSS |
| Service Area: | Children’s Services |
| Primary Location: | Communication and Interaction Resource Base  Lord William’s School |
| Budget responsibility: | None |
| Responsible to: | Resource Base Lead Teacher  SENSS Area Manager and Specialist Manager |
| Responsible for: | No line management responsibility |

## Job Purpose

|  |
| --- |
| *A brief overview of the key objectives of the job:*  To improve outcomes for children with Special Educational Needs attending the Communication and Interaction Resource Base (C&IRB) attached to the mainstream school.  To provide flexible, individualised support to children with communication and interaction differences (including Autism) to help overcome barriers to learning in order to:   * maximise independence; * foster wellbeing; * promote learning and success; * facilitate full inclusion in the academic and social aspects of school life.   Working under the guidance of specialist teachers, this includes supporting learning in mainstream lessons and through individual and small group interventions delivered in the base, as well as supporting social inclusion and social interaction in unstructured times of the school day and for extra-curricular activities. |

## Job Responsibilities

|  |
| --- |
| The Teaching Assistant (TA) role is an essential part of the educational team supporting students in the Communication and Interaction Resource Base. The primary responsibility is to support the Lead Teacher and specialist teachers in all aspects of work of the resource base. This will include;  **A. WORK WITH STUDENTS**   * To support students’ learning, independence, relationships, skills and behaviours. * Under the guidance of specialist teachers and in consultation with mainstream teachers, to plan appropriate, individualised approaches to overcoming barriers to learning. * To scaffold learning, prompt and provide individual support and guidance to students in mainstream lessons in line with agreed support plans. * To promote the appropriate use and maintenance of any equipment used by the students under the guidance of the Resource Base teaching staff. * To have regard for the wellbeing and personal development of students supporting this in line with agreed strategies and behaviour support plans. * To represent specialist teachers in the mainstream classroom and, if required, to take responsibility for decisions relating to students’ support, behaviour and wellbeing while acting in this capacity. * To supervise children during break-time and lunch-time periods and to work in unstructured times of the school day to promote social interaction, friendships and participation. * To provide assistance delivering agreed care programmes, including intimate care, as needed in line with personal care plans. * To implement agreed specialist interventions and plans as part of the multi-disciplinary team, under the guidance or visiting professionals such as Speech and Language Therapy or Sensory Integration programmes. * To represent the specialist teacher while supporting students off site e.g. on educational visits and to escort / transport pupils to and from activities in line with agreed risk assessments. * To administer medication if required following agreed protocols and in line with training. * To supporting students on residential visits (by agreement)   **B. SUPPORTING THE SMOOTH RUNNING OF THE RESOURCE BASE**   * To contribute to a calm, welcoming and positive atmosphere in the base by welcoming visitors, by modelling good communication and by consistently promoting respect and positive interactions amongst pupils and the team. * To take shared responsibility for caring for the base environment and for equipment used within the base and to ensure that the physical space is well cared for and reflects the overall ethos of the base. * To support the team by taking on individual responsibilities in line with strengths, interests and the needs of the students. * To support with planning extra-curricular and enrichment events in the base or school, such as off timetable activities. * To work flexibly at all times, responding to the changing needs of students and to changes within the staff team and retaining a calm, flexible response to changing roles and supporting colleagues in times of crisis.   **C. MODELLING POSITIVE COMMUNICATION**   * To consistently model appropriate verbal and non-verbal communication with students and team members in order to promote a culture of effective, respectful communication across all interactions in the base. * To consistently adapt the pace, style, volume and complexity of communication with students in line with their individual language and communication abilities and style. * To attend and participate fully in staff meetings to promote open discussion and effective communication of information throughout the team. * To attend and participate in meetings relating to individual pupils such as Annual Reviews, provision planning, or behaviour support meetings. * To maintain appropriate and positive communication with parents and carers and family members under the guidance of the lead teacher and to keep records of this communication.   **D. TRAINING AND PROFESSIONAL DEVELOPMENT**   * To participate in agreed induction and probationary processes for the first 6 months in post. * To engage fully with performance management and continuing professional development opportunities to enhance knowledge, understanding and skills. * To contribute to a culture of reflection and continuous service improvement in the base. * To participate in In-Service Training activities as organised by the base, the mainstream schooland by SENSS.  E. ADMINISTRATIVE DUTIES  * To record safeguarding concerns promptly and accurately in line with agreed policies. * To keep records of work with children and young people and write reports as required by the Specialist Teachers. * To complete administrative tasks to support students’ learning as requested by Specialist Teachers, such as photocopying, making resources and word processing. * To check work emails regularly and make use of email for effective communication within the base school and service. * To keep personal information up to date on the IBC system. * To inform their line manager of any absence from work, promptly and record absence and return to work appropriately through ESS. * To complete travel claims/expenses forms through ESS as appropriate   **F. POLICY CONTEXT**   * To be familiar with, to work within and to cooperate fully with all relevant host school and Local Authority policy guidance, including:   **SENSS Conduct Guidance:**  **Safeguarding and promoting the welfare of children and Young People:**  **School Behaviour Policy and SENSS Positive Behaviour Support Guidance:**  **Equal Opportunities and Equalities Legislation:**  **Dignity at Work:**  **Health and Safety:** In particular to:   * take reasonable care for own health and safety, and that of others affected by actions or inactions. * use equipment provided correctly, in accordance with training and instructions. * not interfere with or misuse anything provided for health, safety or welfare. * report any health and safety concerns to the line manager as soon as practicable.   **Children’s Rights:** In particular to:   * consistently seek, listen to and act on the views of children and young people, and respond to these in planning and delivering appropriate support. * think about children’s rights in relation to all aspects of the service provided * reflect on children’s rights and demonstrate how these have been considered in all aspects of the work of the base team.   **GDPR and Confidentiality**: In particular to:   * respect confidentiality at all times, protecting personal information regarding students and their families in line with GDPR regulations.   ***SENSS seeks to foster an inclusive approach to everything that we do. We recognise diversity in the workforce as an enormous strength that broadens our perspectives, enhances our understanding and enriches our teams.***  ***This post outline and list of duties is not meant to be exhaustive.***  ***The post-holder is expected to adopt a flexible attitude towards the duties set out here and respond positively to requests to engage in amended duties subject to the needs of the service and in keeping with the general profile of the post.*** |

# Our Values

Our organisational values underpin everything we do and say and are supported by policies, processes and guidance. In short, our values describe ‘the way we do things here’ so that we deliver great services for our residents. Our values are:

* Always learning
* Be kind and care
* Equality and integrity in all we do
* Taking responsibility
* Daring to do it differently

Everyone that works for us demonstrates their commitment to these values. We will ask you to demonstrate your commitment to these values, and their associated behaviours, throughout the application process.

# Section B: Selection Criteria/Person Specification

This section provides a list of essential and desirable criteria that detail the skills, knowledge, behaviours, qualifications and experience that a candidate should have to perform the job.

Each of the criteria listed below, and your commitment to our values, will be measured through the application form/CV (A) and optionally one or more of the following - a test / exercise (T), an interview (I), a presentation (P) or documentation (D). You must provide a supporting statement as part of your application which includes examples and evidence of when you have demonstrated the criteria listed below.

|  |  |  |
| --- | --- | --- |
| Essential Criteria | Assessed By: | |
| **Educational Achievements, Qualifications, Training and Knowledge:** |
| A good basic level of education (e.g. Grade 4 or above in GCSE English and Maths or equivalent) or equivalent professional experience | Application Form |
| Knowledge of the Special Educational Needs supported in the base and an understanding of how these may affect young people’s learning and engagement in education. (Autism / Speech Language and Communication Needs) | Application Form and Interview |
| **Experience** |
| None Essential |  |
| **Professional Skills and competencies** |
| Good spoken and written English language skills | Application Form and Interview |
| Outstanding communication skills and the ability to communicate sensitively and appropriately with children and young people, with their parents and with colleagues at different levels. | Interview |
| A respect for individual difference and diversity demonstrated through a clearly expressed commitment to the principles of inclusion and equal opportunities. | Application form and Interview |
| The ability to work positively in a team, listening and taking into account the views of others as well as the confidence to work unsupervised when required, following agreed guidelines and plans. | Interview |
| **Personal Qualities** |
| A quiet, calm, encouraging and positive manner and the ability to remain calm and patient in difficult situations. | Interview |
| Reflective and open minded. Open to change and able to respond positively to constructive criticism with a commitment to ongoing development and learning. | Application form and Interview |
| Resilient, with a positive and solution focussed outlook – creative and undaunted in the face of challenges. | Interview |
| Reliable, principled, consistent and hard working | Interview and references | |
| Desirable Criteria | Assessed By: | |
| **Educational Achievements, Qualifications, Training and Knowledge:** |
| Further qualifications such as GCSEs, A Levels, or vocational qualifications in subject areas relevant to the school curriculum. | Appication form |
| Specific training relevant to Special educational Needs | Application form |
| A good understanding of the impact of SEN on learning and access to education and of appropriate support strategies to reduce barriers to learning. | Interview |
| **Experience** |
| Relevant and recent experience working with children and young people with SEN in an educational context to facilitate learning and encourage independence. | Application form |

**Special Requiements**

|  |
| --- |
| Availability for work during school terms time and the school day and to work flexibly on occasions as required |
| Satisfactory enhanced Criminal Records Disclosure and a demonstrable, positive commitment to the safeguarding and wellbeing of children and young people |

# Section C: Pre-employment Checks

All appointments are subject to standard pre-employment screening. This will include identity, references, proof of right to work in the UK, medical clearance and verification of certificates. Further information can be found here [Pre-employment checks](https://www2.oxfordshire.gov.uk/cms/content/support-attending-interviews)

Additional pre employment checks specific to this role are identified below (those ticked).

|  |  |  |  |
| --- | --- | --- | --- |
|  | Enhanced Disclosure and Barring Service check with Children’s and Adults Barred List |  | Enhanced Disclosure and Barring Service check without [an Adult/Children’s barred list check](https://intranet.oxfordshire.gov.uk/cms/content/safer-recruitment-and-disclosure-and-barring-service-checks#enhanced-dbs-check-without-an-adult-childrens-barred-list-check) |
|  | Enhanced Disclosure and Barring Service check with Children’s Barred List |  | Enhanced Disclosure and Barring Service check with Adults Barred List |
|  | Standard Disclosure and Barring Service check |  | Basic Disclosure |
|  | Disqualification for Caring for Children (Education) |  | Overseas Criminal Record Checks |
|  | Prohibition from Teaching |  | Professional Registration |
|  | Non police personnel vetting |  | Disqualification from Caring |

|  |  |
| --- | --- |
|  | Other (please specify): |

# Section D: Working Conditions

This is a guide to the working conditions and the potential hazards and risks that may be faced by the post-holder.

## Health and Safety at Work

You are responsible for your own health, safety and wellbeing, and undertaking health and safety duties and responsibilities for your role as specified within Oxfordshire County Councils Health and Safety Policy.

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked).

|  |  |  |  |
| --- | --- | --- | --- |
|  | Provision of personal care on a regular basis |  | Driving HGV or LGV for work |
|  | Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects |  | Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or a council vehicle for work purposes) |
|  | Working at height/ using ladders on a regular/ repetitive basis |  | Restricted postural change – prolonged sitting |
|  | Lone working on a regular basis |  | Restricted postural change – prolonged standing |
|  | Night work |  | Regular/repetitive bending/ squatting/ kneeling/crouching |
|  | Rotating shift work |  | Manual cleaning/ domestic duties |
|  | Working on/ or near a road |  | Regular work outdoors |
|  | Significant use of computers (display screen equipment) |  | Work with vulnerable children or vulnerable adults |
|  | Undertaking repetitive tasks |  | Working with challenging behaviours |
|  | Continual telephone use (call centres) |  | Regular work with skin irritants/ allergens |
|  | Work requiring hearing protection (exposure to noise above action levels) |  | Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres) |
|  | Work requiring respirators or masks |  | Work with vibrating tools/ machinery |
|  | Work involving food handling |  | Work with waste, refuse |
|  | Potential exposure to blood or bodily fluids |  | Face-to-face contact with members of the public |

|  |  |
| --- | --- |
|  | Other (please specify): |

**Agile Working**

All staff may be required to work from a different base or in a different location at some point in the future in line with any Council or school needs.  Such changes will be made after proper consultation and shall be deemed to be reasonable after taking into account any personal requirements

March 2025