**Job Description**

This form is used to provide a complete description of the specific job and defines the required skills, knowledge, behaviours, qualifications and experience.

# Section A: Job Profile

The job profile provides 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

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| Job Title: | **Teaching Assistant or Communication Support Worker, SENSS Post-16 Sensory Support Team** |
| Salary: | G6 £25,992 - £28,163 (pro-rata) [Teaching Assistant]  **Actual salary £22,313 - £24,176**G8 £30,559 - £33,366 (pro-rata) [Communication Support Worker - for a candidate with British Sign Language level 3 or above or comparable fluency] **Actual salary £26,586 - £29,028** |
| Grade: | G6 or G8 depending on skills. (If a candidate does not have British Sign Language level 3 or comparable fluency, they will be appointed on G6. There are opportunities to develop skills in BSL, and Teaching Assistants can move to G8 and become Communication Support Workers if they achieve level 3.)  |
| Hours: | 37 hours (5-days) – applications for part time working will also be considered |
| Contract type: | Permanent; term time only (39/52 weeks + 5.64-6.85 paid holiday weeks) |
| Team: | Post-16 Sensory Support Team, Special Educational Needs Support Services (SENSS) |
| Service Area: | Children’s Services, Education  |
| Primary Location: | SENSS Sensory Support Resource Base at the City of Oxford College, Oxford |
| Budget responsibility: | None  |
| Responsible to: | Lead Teacher of the SENSS Post-16 Sensory Support Team  |
| Responsible for: | Not applicable |

## Job Purpose

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| This is a brief overview of the key objectives of the job including the context within the team/department.* Improving outcomes for young people who are deaf\* or have vision impairment in colleges of Further Education across Oxfordshire.
* To support the inclusion of young people who are deaf or have vision impairment; facilitating access to the learning environment and fostering independence with the aim of enabling full inclusion in their setting.
* Facilitating communication between the student, their peer group, and mainstream staff, and helping them develop communication, language and social skills.
* Provision of communication support to young people who are deaf in educational settings across Oxfordshire.

*\*the terms deaf / deafness refer to all levels and types of hearing loss* |

## Job Responsibilities

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| Teaching Assistants and Communication Support Workers (TA/CSW) are an essential part of the educational teams working with children and young people who are deaf and have vision impairment in Oxfordshire educational settings. The primary role of the TA/CSW in the Post-16 Sensory Support Team is to support the Lead Teachers, Teachers of Deaf Children and Young People (ToDs), and Teachers of Vision Impairment (TVIs) in all aspects of work of Sensory Post-16 support in colleges of FE. **Safeguarding** * This post is subject to an enhanced check from the Disclosure and Barring Service (DBS).
* The post holder has individual responsibility for promoting and safeguarding the welfare of the children and young people s/he is responsible for, or comes into contact with, in line with local authority (LA) safeguarding procedures.

This is a list of the main duties or tasks that the post holder will be expected to undertake:**To improve outcomes for young people who are deaf or have vision impairment*** To work with young people who are deaf or have vision impairment, in college classes, in individual sessions when required and in other activities such as trips, as appropriate.
* Supporting young people to access the teaching and learning environment and to achieve their objectives on Education, Health and Care Plans.
* Establishing productive working relationships with young people, acting as a role model, and setting high expectations for engagement, learning and behaviour.
* To facilitate access to the language of the curriculum using the young person’s preferred mode of communication and support. Depending on ability and communication needs, support may include:
	+ Communicating, modifying, and clarifying language within the classroom / lecture / training environment.
	+ Following up the introduction of key concepts and new vocabulary, checking understanding; reexplaining ideas.
	+ Notetaking; modifying and summarising ideas and information in note form either manually or electronically.
* To represent specialist teachers in mainstream classes and if required, to reinforce best practice for children and young people who are deaf or have vision impairment with respect to communication and access while acting in this capacity.
* To negotiate strategies with individual teachers should communication or access issues arise.
* Supporting the development of communication and language skills; giving good language models; using clear voice and good spoken and written English language as appropriate.
* To help young people in relationships with peers, facilitating communication whilst recognising the need to be sensitive; helping to build self-esteem and confidence.
* Facilitating communication between the young person and mainstream staff including interpreting for them if appropriate.
* Promoting independence and employing strategies to recognise and reward achievement of self-reliance.
* To support appropriate use and maintenance of hearing aids and other amplification devices such as remote microphone systems under the guidance of the ToD. (Training will be provided as appropriate.)
* Preparing work and learning materials following guidance from the ToD, class or subject teacher or tutor and taking account of the young person’s interests, language ability and cultural background.
* Under the guidance of the TVI, TA/CSWs may develop skills to facilitate the use of braille for students with vision impairment who use this. (Training will be provided as appropriate.)
* Monitoring and evaluating the young person’s responses to learning activities.
* Providing feedback to young people in relation to progress and achievement.
* Using ICT effectively to support learning activities and develop young people’s competence and independence in its use.
* To communicate effectively with other agencies and professionals, in consultation with teachers, to support achievement and progress.
* Occasional supervision during lunch time periods, subject to agreement / negotiation.
* To be involved in deaf or vision impairment awareness training for peers, staff and others who may request this.
* To represent the specialist teachers while off the school or college premises e.g. on educational visits.
* Contribute to reports and review meetings for young people as requested.
* Maintain good and appropriate links and communication with families and other supporting professionals including record keeping and other records such as liaison records with home.

**Supporting the smooth running of the Support Base*** Welcoming visitors and providing information, where appropriate
* Caring for all equipment used within and by the Support Base
* A willingness to support the team by taking on a particular responsibility or project e.g. making displays
* Helping with or organising events such as fund-raising activities
* Provide flexibility of approach such that help and support can be afforded to other members of staff and pupils in times of need or crisis.

**Attending meetings**TA/CSWs will be expected to attend meetings to support the work of SENSS. **Training and development**TA/CSWs will be encouraged and supported to develop their knowledge of deafness and vision impairment classroom management techniques, communication skills and administrative abilities. They will be asked to:* Participate in In-Service Training activities as organised by the mainstream settingand SENSS
* Participate in agreed Oxfordshire County Council’s induction and appraisal processes

**Administrative focus*** Checking work emails regularly and using email for effective communication
* Undertake administrative tasks such as photocopying and word processing
* Maintain records and reports as required
* Inform their line manager of any absence from work, promptly and record absence appropriately through ESS
* Complete travel claims and expenses forms through ESS as appropriate.

**Policies**TA/CSWs will be required to familiarise themselves with the Health and Safety requirements operating in the resource base, the children’s rights checklist and all policies, to include:* Safeguarding and promoting the welfare of children
* Equal opportunities
* The Equalities Act
* Schools’ Behaviour Policy and Physical Restraint Policy and Procedures.
* Anti-bullying, Harassment and Discrimination Policy.

The Deaf and Hearing Support Team (SEN Support Services) will provide regular support, advice and training.TA/CSWs are expected to respect confidentiality at all times regarding students and their families and for all confidential items related to the Base/s and the host educational setting.**For all staff**You have specific responsibilities under **Health & Safety** legislation to ensure that you:* Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do
* Cooperate on all issues involving health and safety
* Use work items provided for you correctly, in accordance with training and instructions
* Do not interfere with or misuse anything provided for your health, safety or welfare
* Report any health and safety concerns to your line manager as soon as practicable
* You have appropriate business insurance when travelling by car for Oxfordshire County Council

**Equal opportunities**To undertake those duties which support the achievement of the Council’s equal opportunities objectives.**Children’s rights**Oxfordshire County Council has signed up to a Children’s Rights Checklist and the post holder must work within this framework to ensure that s/he:* thinks about children’s rights in relation to the service they are providing
* consistently seeks and acts on the views of children and young people
* is able to show that children’s rights are reflected in all aspects of the work of the Deaf and Hearing Support Team.

TA/CSWs are based and work primarily in the Post-16 Sensory Support team, but the appointment is to SENSS and as the needs and numbers of pupils change, staff may be asked to work in the primary or secondary deaf and hearing support resource bases or an educational setting with different age groups of children or young people; this could include early years, school, college, visits, activities, vocational training environments and work experience. A willingness to be flexible and adaptable is key. *The post outline and list of duties Is not meant to be exhaustive. The post-holder will be expected to adopt a flexible attitude to the duties which may have to be varied subject to the needs of the service and in keeping with the general profile of the post.**SENSS seek 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.*  |

# Section B: Selection Criteria

This section provides a list of essential and desirable criteria that detail the skills, knowledge, behaviours, qualifications and experience that a candidate should have in order to perform the job. The selection criteria provide a list of essential (no more than 8-10) and desirable criteria (no more than 4). The criteria are aligned to our [corporate values](https://www.oxfordshire.gov.uk/council/about-your-council/working-oxfordshire-county-council/county-council-values).

Each of the criteria listed below will be measured through; the application form (A), 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. You will be expected to address each point separately and in the order listed. If you do not complete a full supporting statement in the requested format your application may be rejected.

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| Essential Criteria | Assessed By: |
| A good basic level of education (e.g. Grade 4 or above in GCSE English and Maths or equivalent) or equivalent professional experience | A, D |
| Good spoken and written English language skills | A, I, T |
| Relevant and recent experience of working with children and young people, especially those with special educational needs, to facilitate learning and encourage independence | A, T |
| Ability to moderate language using speech and the written form to meet a range of different communication styles and needs  | A, I, T |
| A quiet, calm, encouraging and positive manner and the ability to remain calm and patient in difficult situations; a ‘can-do’ attitude | A, I, T |
| Proven ability to work effectively as part of a team and independently, prioritising a range of tasks appropriately and organising time efficiently without immediate supervision | A, I |
| The ability to communicate sensitively and appropriately with colleagues at different levels, and with children and their parents; the ability to listen and take into account the views of others and to actively share information | A, I, T |
| Commitment to, and a good understanding of, the principles of Equal Opportunities for all, in employment and the delivery of services  | I, T |
| Evidence of commitment to learning and the desire to constantly improve own practice/knowledge through self-evaluation and learning from others | A, I |
| Proven ability to use ICT effectively to support learning and to keep detailed records | A |
| Desirable Criteria | Assessed By: |
| Relevant and recent experience of working with children or young people who are deaf or vision impaired and a good understanding of the impact that deafness or vision impairment can have on learning and access to education | A, I |
| Qualification in communicating with deaf people (ideally BSL Signature Level 3 or above or a comparable level of fluency in BSL); other relevant training such as Communicator’s Course for Deaf people orA willingness to train to BSL level 3 (where needed) | A, I, D |
| Skills or experience supporting children and young people to develop braille skills. | A, I, D |

# 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 include:

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| [ ]  | 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) |
| [x]  | 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) | [x]  | 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).

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| [ ]  | 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) | [x]  | 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.