**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

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| Job Title: | Lead Teaching Assistant (LTA) |
| Salary: | Salary: £29,269 – 32,076  Hourly Rate: £12.80 - £13.93  Pro Rata Term Time Only 39/52 weeks hours plus paid leave (5.64 weeks) |
| Grade: | Grade: 8  Scale points 18 - 23 |
| Hours: | 28h per week (4 days) |
| Team: | Communication and Interaction Support Service, SENSS |
| Service Area: | Children’s Services |
| Primary Location: | Lord Williams Communication and Interaction Resource Base  Thame |
| Budget responsibility: | None |
| Responsible to: | Resource Base Lead Teacher  SENSS Area Manager and Specialist Manager |
| Responsible for: | No line management responsibility |
| Position number: | 51089614 |

## Job Purpose

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| *A brief overview of the key objectives of the job:*  **MAIN PURPOSE OF THE JOB**  1.To complement the professional work of specialist teachers in the C&I Base by taking responsibility for agreed learning activities under an agreed system of supervision. This may include:   1. Support to Pupils 2. Support to Teachers 3. Support for the Curriculum 4. Support for the Base and the wider Host School 5. Administrative Duties   2.To take responsibility, in consultation with the Lead Teacher, for the deployment, management and development of the TA team within the base including allocation and monitoring of work, appraisal and training. |

## Job Responsibilities

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| The Lead Teaching Assistant (LTA) 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.  **1.**  **A. WORK WITH STUDENTS**  This involves, in consultation with base and host schoolteachers, planning, preparing and delivering learning activities for individuals and groups of children and monitoring pupils’ progress and assessing, recording and reporting on pupils’ achievement, progress and development.  In detail, it may include the following:   * Establishing productive working relationships with pupils, acting as a role model and setting high expectations for engagement, learning and behaviour. * Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils’ learning * Developing and implementing individual educational programmes * Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives * Providing feedback to pupils in relation to progress and achievement. * Supporting pupils consistently whilst recognising and responding to their individual needs. * Encouraging pupils to interact and work co-operatively with others and engage all pupils in activities. * Promoting independence and employ strategies to recognise and reward achievement of self-reliance. * Check pupil attendance and that the register has been completed each week. Ensure the school have information they need   **B. SUPPORTING TO TEACHERS**  This involves working in close consultation with the Specialist Teachers to ensure the smooth running of the resource base to promote a positive ethos in all aspects of teaching and learning in the base, including:   * Organising and managing an appropriate learning environment and teaching resources. * Within an agreed system of supervision, taking responsibility for planning teaching and learning objectives, in agreed areas of the curriculum, and evaluating and adjusting lessons as appropriate. * Providing objective, accurate evidence-based feedback and reports, as required, on pupil achievement, progress and well-being. * Working within SENSS and host school guidelines to anticipate and manage behaviour constructively, promoting positive behaviour, self-control and independence * Supporting parents in pupils’ learning and contributing to / leading meetings with parents to provide constructive feedback and promote dialogue to support pupils’ learning and development. * Representing the specialist teacher as appropriate, for example at meetings with the host school or while off the school premises on educational visits, or in welcoming and hosting visitors.   **C. SUPPORT TO THE CURRICULUM**  Under the supervision of the specialist teacher, this may include taking responsibility for areas of the curriculum, across the base, or for particular subject or specialist interventions that are delivered, including:   * Delivering national and specialist learning interventions, (e.g. literacy / numeracy strategies, SEAL, Spirals, Circle of Friends, circle time, social skills groups, sensory groups) and make effective use of opportunities provided by these learning activities to support pupils’ all-round development. * Using ICT effectively to support learning activities and develop pupils’ competence and independence in its use * Selecting and preparing resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds * Advising on appropriate deployment and use of specialist aids / resources / equipment to support student’s learning   **D. SUPPORT FOR THE BASE AND THE WIDER HOST SCHOOL**  This includes supporting the specialist teachers to promote the base as an integral part of the SEN provision of the host school through proactive and positive engagement with host school colleagues and initiatives, including:   * Promoting the inclusion and acceptance of all pupils with C&I needs in the host school * Contributing to peer awareness activities and staff awareness raising activities and training initiatives * Promoting and contributing to the overall ethos/work/aims of SENSS, the C&I Base and the host school * Establishing constructive, proactive relationships will host school colleagues and liaising with them in all aspects of the inclusion of C&IRB students * Communicating effectively with other agencies/professionals, in consultation with resource base teachers, to support achievement and progress of pupils * Recognise own strengths and areas of specialist expertise and use these to lead, advise and support other support staff in the C&I base and wider school * Deliver out of school learning activities, by agreement, within guidelines established by the school. * Liaise with host school examinations officer and TAs within the team to plan concessions and to administer and assess/mark tests and invigilate exams/tests as required. * Liaise with host school to update or add information to SIMS database when needed or as appropriate.  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   **2.**  **the deployment, management and development of the TA team within the base**  Under the supervision of the lead teacher, to take responsibility for the day-to-day management and deployment of the TA team to ensure that support staff are utilised to best effect to support the active engagement of pupils in their learning. This may include:   * Managing the deployment of other teaching assistants, including timetabling, planning for short term and emergency cover. * Ensuring appropriate supervision and support of pupils during break and lunch time periods through preparing and managing rotas * Liaising between managers, resource base teachers and teaching assistants and setting up effective systems for communication across the base * Holding regular team meetings with managed staff, as required. * Representing teaching assistants at teaching staff/management/other appropriate meetings * Supporting lead teachers and area managers in the recruitment / induction / appraisal / training / mentoring for other teaching assistants   **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.

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| 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**

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| Availability for work during school terms time and the school day between 08.15 a.m. and 4.30 p.m. 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).

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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) |
|  | 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 |

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|  | 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) |  | 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 |

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|  | 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

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