**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: | Teaching Assistant (TA) Resource Base  |
| Salary: | Grade 6 £24,702 - £26,873 FTE [Actual salary 32.5 hours role £18,626 - £20,263; this is equivalent to £12.80 - £13.93 per hour] |
| Grade: | 6 |
| Hours: | 32.5 hours (5 days) 2 posts are availableApplications to work fewer than 5 days will also be considered |
| Contract type: | Term time only (39 weeks; with 44.64 paid weeks); permanent |
| Team: | SENSS Ormerod Resource Base, Marlborough School, Woodstock  |
| Service Area: | Children’s Services  |
| Primary Location: | SENSS Ormerod Resource Base, Marlborough School, Woodstock  |
| Budget responsibility: | No |
| Responsible to: | Resource Base Coordinator, The Ormerod Resource Base |
| Responsible for: | N/A |
| Political Restricted Post: | No |

## 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 children and young people with Special Education Needs (pupils with physical disabilities; speech, language and communication needs and those on the autistic spectrum) who attend a SENSS resource base attached to a mainstream school.
* Supporting student access to the learning environment and fostering independence with the aim of enabling access to the curriculum and facilitating full inclusion into school life.
* Supporting in a range of learning environments within the resource base, host school and on outings and other school activities as required.
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## Job Responsibilities

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| This is a list of the main duties or tasks that the post holder will be expected to undertake.The Teaching Assistant (TA) role is an essential part of the educational team working with students in the SENSS Ormerod Resource Base. The primary role is to support the Resource Base Coordinator and specialist teachers in all aspects of work of the resource base. This will include;**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 children and young people s/he is responsible for in line with local authority (LA) safeguarding procedures.

**WORK WITH STUDENTS*** Supporting students either 1:1 or in a small group to develop a skill, attitude, or behaviour.
* Provision of individual specialist support and advice to students attending lessons within the host mainstream school. This will require the post holder to plan their support in conjunction with a Resource Base Teacher or Resource Base Coordinator and ensure that each student is supported appropriately to access the teaching and learning effectively within this setting.
* Supporting the appropriate use and maintenance of any equipment used by the student under the guidance of the Resource Base Teacher or Resource Base Coordinator.
* Representing the specialist teacher in the mainstream classroom and if required, taking responsibility for certain decisions while acting in this capacity.
* The negotiation of strategies for supporting pupils with individual class teachers, should behaviour or learning management issues arise in a lesson. Assistance and support should be provided to all staff within the classroom where required.
* Supervision of children during break-time and lunch-time periods, subject to agreement/ negotiation.
* Supervision and assistance in relation to agreed care programmes including intimate care need.
* Support to students to complete specified pupil programmes specially devised by therapists. The TA is expected to work as a member of a multi-disciplinary team, sharing skills, knowledge and observations to support the physical curriculum as an integral part of the learning curriculum. This will involve working either in a small group or with individual pupils, carrying-out programmes designed by professional staff concerning physiotherapy, occupational therapy, speech, language and communication programmes and swimming activities. Training and guidance will be given on an individual basis.
* Representing the specialist teacher while off the school premises e.g. educational visits.
* Recognition that whilst on the host school site and/or supporting students in class, the TA is responsible to the Resource Base Coordinator, Resource Base Teacher, Head Teacher [host school] and SENSS managers.
* Administer medication if required following correct procedures as advised by the Resource Base Coordinator (full training will be given)
* If necessary, and subject to agreement, the TA will escort /transport pupils to and from activities.
* Supporting students on residential visits (by negotiation)

**SUPPORTING THE SMOOTH RUNNING OF THE RESOURCE BASE*** Welcoming visitors and providing information, where appropriate
* Caring for all equipment used within the SENSS resource base
* A willingness to support the team by taking on a particular responsibility e.g. making displays
* Helping with or organising particular events such as fund-raising activities and activities during school activity week.
* Providing flexibility of approach such that help and support can be afforded to other members of staff and students in times of need or crisis.

**ATTENDING MEETINGS**TAs will be expected to attend meetings to support the work of the resource base. Meetings may include:* General resource base team meetings
* Meetings specific to individual pupils e.g. review meetings
* Meetings to plan and review provision with the Resource Base Coordinator, specialist teacher and other professionals
* Extracurricular meetings arising from special occasions or activities

**TRAINING AND DEVELOPMENT**TAs will be encouraged and supported to develop the knowledge, understanding and skills required to work effectively with the Resource Base students. They will be expected to:* Participate in In-Service Training activities as organised by the mainstream schooland 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 by the Resource Base Coordinator or Specialist Team Manager
* Inform the Resource Base Coordinator of any absence from work, promptly and record absence appropriately through ESS
* Complete travel claims/expenses forms through ESS as appropriate

**POLICIES**TAs will be required to familiarise themselves with the Health and Safety requirements operating in their resource base and host school, the children’s rights, agreed systems for managing behaviour, and all policies, to include:* + Equal opportunities
	+ Safeguarding and promoting the welfare of children
	+ The Autism Charter
	+ Manual Handling and Moving operations (pupils with physical disabilities) including Evac. chair emergency evacuations.
	+ School’s Behaviour Policy and Physical Restraint Policy and Procedures.
	+ Anti-bullying, Harassment and Discrimination Policy

TAs are expected to respect confidentiality at all times regarding students and their families and for all confidential items related to the Ormerod Resource Base and the host school.TAs may be required or requested, by negotiation, to work in other SENSS resource bases or other mainstream classes or settings where necessary. [If you feel unable to offer this capacity it would be helpful if this was made clear from the outset].* Any other duties as may be deemed necessary to carry out the full remit of the role.

*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.*  |

# 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: |
| 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 with special educational needs in an educational context to facilitate learning and encourage independence | A, T |
| A quiet, calm, encouraging and positive manner and the ability to remain calm and patient in difficult situations | 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 | A, I, T |
| A commitment to learning and on-going training and openness to change and the development of new ways of working | A, I |
| Commitment to, and understanding of, the principles of Equal Opportunities for all, in employment and the delivery of services  | I, T |
| Desirable Criteria | Assessed By: |
| Relevant and recent experience of working with children with physical or communication and interaction needs and a good understanding of the impact that these special needs can have on learning and access to education | A, I |
| Experience of working at key stages 3, 4 and 5 | A |
| Knowledge of specific ICT used to support children with SEN | A |
| Additional SEN specific training and qualifications such as PECS, TEACCH, General SEN, NNEB/City Guilds Child Care; a good level of general education (5 A\*-C grade GCSEs; further or higher education) | A, 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 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) |
| [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 |

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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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| [x]  | Provision of personal care on a regular basis | [ ]  | Driving HGV or LGV for work |
| [x]  | 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 | [x]  | 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.

April 2024