

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

Job Title:	Teaching Assistant (SENSS Resource Base) Communication and Interaction	
Salary Grade:	Salary: £19,945 – 22,021 Pro Rata	Grade: 6 Scale Points 8 -13
	Hourly Rate: £10.34 – £11.41	
	Pro Rata: Term Time Only 39 weeks per year plus 5.45 weeks paid leave	
Hours:	32.5 (Pro Rata: FTE = 37h)	
Team:	Communication and Interaction Support Service, SENSS	
Service Area:	Children's Services	
Primary Location:	The Cherwell School Communication and Interaction Resource Base Marston Ferry Road, Oxford OX2 7EE <i>Note: SENSS Operates Communication and Interaction Resource Bases in various schools around the county. Whilst the initial appointment will be to the base named above, the post holder may sometimes be required, either on a short or long term basis, to accept deployment to other SENSS bases in response to operational demands</i>	
Budget responsibility:	None	
Responsible to:	Resource Base Lead Teacher Resource Base Lead Teaching Assistant SENSS Area Manager and Specialist Manager	
Responsible for:	No line management responsibility	

Safeguarding

Oxfordshire County Council's commitment to promoting the welfare and safety of all children and young people requires that all appointments are made following best practice in safer recruitment

This post is subject to an enhanced check from the Disclosure and Barring Service (DBS) and the post holder retains individual responsibility for promoting and safeguarding the welfare of children and young people with whom s/he comes into contact, in line with local authority safeguarding procedures.



Job Purpose

This is a brief overview of the key objectives of the job including the context within the team/department.

To improve outcomes for children with Special Educational Needs attending the Communication and Interaction Resource Base (C&IRB) in the mainstream school.

To provide flexible, individualised support to children with communication and interaction differences (including Autism Spectrum Disorders) 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

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 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 school and 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.

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.



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.

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).

Applicants *must* provide a supporting statement which includes examples and evidence to demonstrate compliance with the criteria listed below. Without a full supporting statement in the requested format applications may be rejected. Whilst CVs are accepted as additional information., applicants may not rely on these to address the

Essential Criteria

Assessed By:

Educational Achievements, Qualifications, Training and Knowledge:	
Maths & English GCSE (A-C Grades)	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 and 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 between 08.30 a.m. and 3.30 p.m. and able 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](#)

Additional pre employment checks specific to this role include:

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

