

## **Advert**



*Caring, enthusiastic people needed to support pupils with Severe Learning Difficulties.*

### **Communication and Interaction Assistant (Fixed Term)**

**Grade 14 - £11.98-£12.38 per hour**

Term time: 40 Working Weeks

2 days per week (12.66 hrs) Monday and Tuesday

Monday: 08:40 – 15:30 hrs

Tuesday: 08:40 – 16:15 hrs (with CPD)

To start as soon as possible and end 31<sup>st</sup> August 2025

Due to a school expansion we require an enthusiastic Communication and Interaction Assistant to join our 'outstanding' (OFSTED) school. The post holder will join a highly supportive community with a drive for ensuring a good life for all pupils now and in the future through personalised learning experiences. Becoming part of our community will mean embracing our ethos of valuing everyone's contributions and working collaboratively with all parties to ensure the very best provision for pupils. In addition, we offer a robust Continuing Professional Development programme throughout the year to promote excellent practice. An education standard equating to GCSE Grade C in English and Mathematics, a minimum A-C/Point 4 or equivalent is essential. A qualification relevant to supporting the learning process in schools would be desirable. A suitable qualification for this post would be NVQ2.

Fiveways School is committed to safeguarding and promoting the welfare of children. All applicants must be willing to undergo Child Protection screening and an enhanced DBS clearance. Due to KCSiE guidance, online checks will be carried out as part of our shortlisting process. **Please note Local Authority policy requires us to request all references (current and past employers) before interview.**

The school employs a rigorous "safeguarding" approach to recruitment.

Fiveways School strives to ensure that no employee or job applicant receives less favourable treatment than another on the grounds of age, disability, race, gender reassignment, marital or civil partnership, religion or belief, sexual orientation, sex or pregnancy and maternity.

Job Description/Person Specification and Application Forms are available from the school website:  
[www.fivewayschool.co.uk](http://www.fivewayschool.co.uk)

Closing Date for applications: **Thursday 5<sup>th</sup> September 2024**

Date for Interview: **Friday 13<sup>th</sup> September 2024**



**A Fairer, Ambitious Somerset**

## Fiveways School

A Specialist School for 'Communication and Interaction'

Fiveways School adopts a rigorous approach and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Victoria Road, Yeovil Somerset BA21 5AZ**

Tel: 01935 476227 E-mail: office@fiveways.school

**Headteacher: Mr Swavek Nowakiewicz**

Website: <http://www.fivewaysschool.co.uk>

---

## JOB DESCRIPTION

**Job Title:** Communication and Interaction Teaching Assistant  
**Grade and Salary Range:** Grade 14, £11.98-£12.38  
**Responsible To:** Headteacher and Communication and Interaction Lead

### Purpose of the Job

This job description is directed towards a Communication and Interaction Teaching Assistant role within Fiveways (SLD) School. To assist the Headteacher and Communication and Interaction Lead in the development and implementation of a programme of work and in the provision of a stable, caring and supportive learning environment, with particular emphasis on Communication, which enables pupils to achieve their full learning potential and facilitates their social and moral development.

There is a special needs input to support pupils **presenting with Severe Learning Difficulties. Pupils may not be readily engaged** in activities. Support is both on a one-to-one basis and in groups, to pupils with **substantial** disability, learning difficulties or behavioural problems.

Under the guidance of the Communication and Interaction Lead to support class staff:

- Build capacity in classes, so that staff understand the development of Communication and Interaction in pupils across the school and can implement appropriate strategies.
- Monitor and support whole school communication approaches and systems.
- Prepare intervention materials and produce personalised communication systems, as guided.

### Main Responsibilities and Duties

***Support the teaching, learning and therapy processes.*** Typically, the job will include all, or most of the following elements, under the guidance of the Communication and Interaction Lead:

- Develop, maintain and apply knowledge and understanding of pupils' and specific communication needs to ensure that support is given to them at an appropriate level.
- Receive ongoing training from the Communication and Interaction Lead and other agencies.
- Contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress.
- Work initially with a high level of support, and instruction from the Communication and Interaction Lead. When established, to work independently in specified contexts with support and direction being provided primarily through discussion.
- Liaise weekly with the Communication and Interaction Lead to report on the results of the therapy sessions and to plan the week ahead.
- Assist in maintaining contemporaneous case notes.
- Orders equipment and supplies for the purpose of maintaining inventory and ensuring availability of required items.
- Assist in assessment and information gathering, for example, videoing and recording language

samples.

- Prepare materials and equipment for therapy/intervention sessions and communication work throughout the school as required by the Communication and Interaction Lead.
- Make paper-based communication aids such as communication books, boards in conjunction with the Communication and Interaction Lead, Teacher and parents/carers
- Maintain and set up iPad and android devices, AAC and AT resources including apps (e.g The Grid, TD Snap).
- Programme, manage and trouble-shoot electronic-based voice output devices.
- Carry out clerical and administrative tasks including up keeping data files, catalogue resources, maintain inventories, photocopy and use IT systems for administration and education purposes.
- Maintain confidentiality.
- Remain aware at all times of the limits of own expertise and seek support from appropriate sources when those limits are reached.
- Attend and contribute to school staff meetings and in-service training events, within contracted hours or outside normal hours by agreement.
- Deliver, monitor and evaluate programmes of therapy/interventions designed and demonstrated by the Communication and Interaction Lead with individual pupils and small groups.

***When necessary the job will include all, or most of the following elements:***

- Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing for pupils hygiene, medical and personal care needs, support and assistance to the pupil in respect of toileting. Some pupils may also need the emergency administration of specific medical procedures.

***Additionally, under the overall guidance and direction of teaching staff.*** Typically, the job may include some or all of the following duties, depending on the needs of pupils:

- Where a current First Aid qualification is held, in the absence of other medical facilities:
  - Maintain First Aid equipment and materials, and dispense medicines in accordance with school policy.
  - Undertake First Aid.

***Supporting Processes.*** Problem Solving and Creativity.

On a daily basis, within prescribed school guidelines and under the instruction of the Communication and Interaction Lead, deliver a range of interventions and strategies to engage individuals and groups of pupils, often with differing requirements.

Use a variety of interpersonal techniques to establish and support relationships with pupils, parents and carers.

***Additionally,*** creativity energy and innovation are needed to meet the special education and care needs of all pupils, such as those with substantial physical disability, substantial emotional difficulties, regular exhibitions of challenging behaviour including aggression.

***Decision Making.*** Work under the guidance and direction of the Communication and Interaction Lead.

- The post holder will be expected to contribute to discussion about SLT aims and objectives.
- Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented.
- Instruction is normally readily available from the Communication and Interaction Lead and teaching staff and more complex or controversial decisions will be referred to a teacher or leadership team.

- There will often be a need to make immediate decisions, without initial referral to the Communication and Interaction Lead or teachers, in relation to immediate care, control and safety of pupils with special education or personal needs.

***Physical Effort and Working Conditions.*** A special school environment, although the job holder may be involved in external school activities, such as horse riding, swimming and educational visits.

- There will be frequent use of IT equipment particularly computer, communication aids and technology.
- Prolonged periods spent actively involved and physically engaged, with periods of crouching/bending to engage pupils in activities.
- Substantial physical support is required on a regular basis, to give pupils access to the full curriculum, in providing assistance to pupils with significant physical disability, and in some cases to those who challenge behaviourally.
- There may be a need for manual handling to physically support pupils, to facilitate communication and interaction and to attend to safety or care needs. Risk assessments, detailing agreed manual handling good practice are available for each pupil presenting a physical risk in these terms. Training is given in manual handling techniques.
- There are regular risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils who have psychological needs and/or physical disabilities.

#### **Contacts and Relationships.**

- Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.
- Speech and Language professionals to pass and receive information, advice, guidance, suggestions and ideas to provide support for the pupils with known medical conditions.
- Health Service professionals to provide support for the pupils with known medical conditions.

#### ***Additional Information.***

While the level of pupil needs will vary from time to time, the job holder will be predominately working with pupils **who are especially difficult to engage in activities, may present more frequent behavioural problems** and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' individual targets.

#### **Knowledge, Skills and Experience.**

- Experience of working with children in an educational setting, preferably with experience on SEND.
- Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.
- Knowledge of pupils' individual goals and, where appropriate may require more specialised knowledge in specific areas.
- Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g., signing, AAC (Alternative Augmented Communication) to meet additional educational and communication needs.
- A willingness to attend courses as required enhancing the knowledge, understanding and skills to improve the level and quality of support given to pupils and the Communication and Interaction Lead.
- Knowledge of legislation and regulations applicable to the support and care of pupils.
- An education standard equating to GCSE Grade C in English and Mathematics, a minimum A-C/Point 4 or equivalent is essential. A qualification relevant to supporting the learning process in schools

would be desirable. A suitable qualification for this post would be NVQ2.

- Able to manage time and prioritise and re-prioritise tasks
- Proficient in basic IT skills such as using Word, email, internet.
- Confident, or ready to learn, more advanced IT skills (such as manipulating images, use of specialist communication software etc).
- Proficient in basic set up of iPad and android devices.

It is vital that as part of Fiveways School's approach to safeguarding, governing bodies and proprietors create a culture that safeguards and promotes the welfare of children in our school. As part of this culture, it is important to adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges.

---

I agreed that the job description is a fair and accurate statement of the requirements of the job. I am committed to Fiveways safeguarding and promoting the welfare of children and young people and follow policies and procedures.

The job description, together with any agreed objectives, will normally provide the main criteria against which to evaluate a post holder's performance, through the schools Performance Management / Appraisal / TAPP (Teaching Assistant Progression Pathway)\* process. I understand that Fiveways School adopts a rigorous approach and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**\*Delete as appropriate**

Job Holder (Signed): \_\_\_\_\_ Date \_\_\_\_\_

Headteacher (Signed): \_\_\_\_\_ Date \_\_\_\_\_

**Swavek Nowakiewicz**

## Person Specification – C&I Assistant

		E=essential D=desirable
Experience	<ul style="list-style-type: none"> <li>• Proven experience of working with people with a disability.</li> <li>• Previous experience of working with people with speech, language and communication needs.</li> <li>• Experience with Eye Gaze and VOCAs.</li> <li>• Experience of training others.</li> </ul>	E E D D
Skills/Abilities	<ul style="list-style-type: none"> <li>• Able to use Word.</li> <li>• Able to use email.</li> <li>• Able to use Communicate In Print software.</li> <li>• Excellent computer/keyboard skills.</li> <li>• Basic set up of iPad and android devices, AAC and AT resources including apps (e.g The Grid, TD Snap).</li> <li>• Good verbal and written skills.</li> <li>• Demonstrates an organised approach to work.</li> <li>• Calm under pressure.</li> <li>• Ability to follow departmental guidelines</li> <li>• Awareness and adherence to confidential issues.</li> <li>• Able to meet deadlines.</li> </ul>	E E D/E E E E E E E E
Personal Qualities	<ul style="list-style-type: none"> <li>• A keen interest in supporting people with speech, language and communication difficulties.</li> <li>• A passion and empathy for working with disabilities.</li> <li>• Demonstrates an ability to work as a team.</li> <li>• Willingness to learn new skills and an ability to accept and seek advice and guidance as required.</li> <li>• Reliable and effective communication and interpersonal skills.</li> </ul>	E E E E E
Other	<ul style="list-style-type: none"> <li>• 'A' levels in English and/or Psychology.</li> <li>• NVQ 2, or evidence of equivalent level of knowledge and experience.</li> </ul>	D E

