

Internship: Student Support Assistant

Start date: ASAP

Closing date: 9am on 30 September 2025



Job Profile

Job Title:	Student Support Assistant – with on-call responsibilities
Reports to:	Inclusion Manager & Special Educational Needs Co-ordinator
Location:	Oakmoor School, Bordon, Hampshire

Function of the post:

To use psychological principles to help support whole school behaviour management systems, you will undertake a key role in supporting our students' wellbeing and learning. You will ensure target groups of students are supported to remain and have success in class through our on-call rota system. Time will be spent in our reflection room, working with our Reflection Room Manager to ensure the room is calm and purposeful for students, using your psychology knowledge on behaviour and mental health. New attendees to the reflection room will be triaged to make a successful return to class.

You will also work closely with students presenting challenging behaviours to understand the reasoning behind them and help them develop more positive behaviours in school. We are looking for people who can help us maintain our safe, calm, and purposeful learning environment. They will have the ability to remain composed when students become unregulated. They are naturally calm, and enjoy working with students daily. They would be relentless in their efforts to unpick any barriers a student has to overcome their individual barriers to successful learning.

Principal Accountabilities:

At all times have a “radar” for student barriers. Using behaviour analysis approaches to understand root causes of negative student behaviours.

1. Under the direction of the Inclusion room manager, execute the duties associated with the engagement rota and reflection room. This will include supporting students who need time outs from class, visits to our pastoral and medical teams, monitoring toilet breaks and helping those students who have been removed from lessons.
2. Support accountability:
 - One to one during a reset work – proactively intervene before learning is disrupted for all stakeholders
 - In a classroom working to support a student
 - In our reflection room triaging students
 - Using behaviour analysis techniques to understand presented behaviours in real time

3. Reporting accountability
 - Contribute to referrals to CAMHS – Seeking information on behalf of parents
 - Complete PCP (Pupil centres planning) meetings to help understand barriers to success for students
 - Working under the direction of the SENCO to contribute to statutory reports as required by the Special Educational needs and Disability Code of Practice
4. Feedback accountability
 - Share positive and cause for concern information with the inclusion manager
 - Follow our safeguarding protocols to ensure concerns are reported appropriately
 - Report all other concerns such as relating to health and safety, child protection, behaviour management, special educational needs.
 - Support the learning of children, in order to meet targets as required by the Special Educational needs and Disability Code of Practice and as identified on the pupil's plan, including completing the appropriate paperwork.
5. Provide general administrative support as required and directed by your line manager.
6. Attend meetings and training sessions as required and agreed with your line manager.

Other duties:

You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you. Therefore, the list of duties in this job profile should not be regarded as exclusive or exhaustive. Please note that, in consultation with you, the school and the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

Equality and Inclusion:

We believe that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the school has a number of policies that you should ensure you are familiar with and are compliant to. All policies are available from the Headteacher. Any breaches may lead to termination of employment.

Right to Work:

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. For further guidance and information contact the Headteacher.

Health & Safety:

To ensure an effective and safe environment that promotes the welfare of children and staff, you will take responsibility to be aware of the risks in the work environment and their potential impact on their own work and that of others. You should familiarise yourself with the school's Health and Safety policies.

Sustainability and Environment:

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives and supports the School in continuously seeking to find ways to improve its environmental performance. Staff are required to support these aims.

Data Protection:

You will be responsible for ensuring that workplace responsibilities, such as confidentiality, treatment of personal information and records management are carried out in compliance with the requirements of the Data Protection Act 2018 and the Employment Practices Data Protection Code 2002.

Safer Recruitment:

The University of Chichester Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service Certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.gov.uk/dbs. Under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1075, applications for teaching posts are among those who are not entitled to withhold information about any previous criminal conviction.

Principal Attributes and Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Your application form will be assessed for literacy, accuracy and attention to detail.

		E	D	Evidenced through
	Knowledge and Qualifications			
1	GCSE Grade C / Grade 4 or above in mathematics and English Language, or equivalent qualification.	✓		Application Documentary evidence Task
2	Understanding of effective strategies that address the educational needs of individual students, particularly those with learning difficulties, emotional or behavioural challenges or other SEND.	✓		
3	General awareness of the current Special Educational Needs and Disability Code of Practice.	✓		
4	Higher qualifications relevant to the duties of the post.		✓	
5	Knowledge of safeguarding and Health & Safety requirements within a secondary school environment.		✓	
6	Awareness of the secondary national curriculum.		✓	
7	Additional qualifications relevant to Special Educational Needs.		✓	

		E	D	Evidenced through
	Skills			
1	Good interpersonal and communication skills that enable instructions to be understood by students across the ability range which promotes learning and understanding.	✓		Application Interview References Task
2	Ability to communicate effectively and build good working relationships with staff, parents, carers and other stakeholders relevant to the post.	✓		
3	Ability to follow and deliver an intervention programme successfully.	✓		
4	Ability to enable effective review and feedback on student progress.	✓		
5	Problem solving skills that enable a pro-active and effective approach in supporting students for continued improvement.	✓		
6	Being part of a team by working effectively and collaboratively with others.	✓		
7	Good literacy skills.	✓		
8	Ability to collaborate effectively with teachers to adapt both in class and one-to-one intervention support to ensure personalised learning which is motivating, engaging and accessible.		✓	

		E	D	Evidenced through
	Experience			
1	Establishing and maintaining positive relationships with children which encourage, support and enable student progress.	✓		Application Interview References
2	Experience of implementing strategies that promote positive behaviour.	✓		
3	Working with young people in a relevant environment.	✓		
4	Teaching Assistant in an educational setting.		✓	
5	Experience of successfully delivering a specific programme of support to an individual or small group of children.		✓	
6	Experience working with students who have speech, language and communication needs (SLCN), moderate learning difficulties (MLD) or who are on the autism spectrum.		✓	
7	Experience supporting English, Mathematics or Science for students whose barriers to learning are not primarily related to challenges with cognition.		✓	

		E	D	Evidenced through
	Personal attributes			

1	Positive and approachable, with patience and the character to inspire confidence and trust, combined with an enthusiasm to see students make progress and develop.	✓		Interview References Task
2	Willing to work flexibly as the needs and demands of the school fluctuate.	✓		
3	The ability to be reflective and self-critical and to both offer and respond to feedback to further develop our skills in the area of Special Educational Needs.	✓		
4	Understanding the need for confidentiality.	✓		
5	A nurturing nature which will support and develop the wellbeing of all students. Strong working ethos with high level of commitment to the school and its values.	✓		
6	Ability to work effectively as part of a team and form positive relationships with students, parents and carers, colleagues and the wider community.	✓		
7	A passion and commitment to learning.	✓		

Application Procedure

Applicants should complete an Application Form and Equality Monitoring Form which can be downloaded from the school website www.oakmoor.hants.sch.uk or the Trust's website www.unicat.org.uk/find-job and submit it, so that it is received no later than the deadline.

Oakmoor School
Budds Lane
Bordon
Hampshire
GU35 0JB
Attention of Nicola McCool

T: (01420) 472132

E: n.mccool@oakmoor.hants.sch.uk

Application Form Completion

When completing the application form, please refer to the Job Profile and particularly the essential criteria within the Person Specification in the context of the accountabilities. You should provide examples which evidence how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

Equality Monitoring

All applicants will be required to complete an Equality Monitoring Form.

Selection Procedure

The shortlist will be drawn up soon after closing date. Further details will be sent to those candidates called for interview. Failure to send your application form to the above address may invalidate your application.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt.

Applications will be considered on an on-going basis between now and the closing date. Please submit your application at the earliest convenience as we reserve the right to withdraw the advertisement should a suitable candidate be successful.