

## Independence and Learning Support Job Description

|                               |  |
|-------------------------------|--|
| <b>Job Title</b>              | Independence and Learning Support        |
| <b>Salary / Grade</b>         | A18 to A21                               |
| <b>Department</b>             | Independence and Life Skills             |
| <b>Immediate Line Manager</b> | Independence and Learning Support Manger |
| <b>Date</b>                   | June 2021                                |

### Main purpose and scope of post

- Provide a coherent and integrated support structure, which meets the needs of individual learners.
- To act as a role model for learners to reinforce appropriate communication and social skills.
- Assist, guide and encourage learners to be as independent as possible.
- Work in close partnership with teachers to provide a coherent, person-centred learning experience.

### Responsibilities and accountabilities – General

- Contribute to the development and maintenance of a positive culture that embeds the College's values and beliefs, and ensures that learners and staff feel valued, safe and supported
- Be a role model for outstanding employability skills and practices
- Present a positive, "can do" attitude and take personal responsibility for own actions
- Commit to a culture of continuous improvement and ensure that own contribution to the role and the College is of a very high standard
- Represent the College positively and effectively in all dealings with external partners, parents, stakeholders and agencies
- Take responsibility for actively participating in the appraisal process and own continuing professional development arising from that process and on-going feedback
- Be responsible for taking all appropriate measures to safeguard young people and promote their welfare and actively promote Equality & Diversity in the College
- Support learners to improve their maths and English skills through everyday experiences

## **Independence and Learning Support Job Description**

### **Responsibilities and accountabilities – Detailed**

- Support the planning of person-centred learning activities and develop an understanding of the specific needs of the learners to be supported.
- Deliver structured independence skills activities adjusting activities to learner responses through the enrichment programme
- Establish a constructive relationship with learners and their parents/carers.
- Promote good behaviour at all times, dealing promptly with conflicts and incidents in line with established policy and encourage learners to take responsibility for their own behaviour.
- Prepare and produce materials with teachers in the delivery of an innovative and accessible curriculum.
- Provide one-to-one and group support for learners under the direction of the teacher or team leader.
- Support and encourage effective and appropriate communication throughout the day, including breaks and lunchtimes.
- Provide feedback to learners in relation to progress and achievement under the guidance of the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide support for practical tasks such as note taking, typing etc.
- Support and supervise learners during breaks to model and reinforce appropriate social skills.
- Act as a named keyworker and raise individual care plans and risk assessments in consultation with learner/parent/guardian.
- Maintain written records detailing the progress, achievement, and care delivery for individual learners against ILPs and care plans on Databridge.
- Support learners to identify and achieve their own independence targets both in and outside of the curriculum.
- Provide all aspects of personal care support to learners, including administering medication, supporting learners with meals and drinks, moving and handling tasks, administering basic first aid, helping learners access the toilet, showering/bathing, mobility and assisting learners with dietary requirements such as gastronomy tubes.
- Escort learners on external appointments
- Follow Infection Control guidelines and undertake housekeeping duties in all areas, including the safe disposal of clinical waste.
- Be responsible for developing and maintaining skills and knowledge to competently perform own role through research and training as identified during the appraisal process and on-going feedback.
- To work flexibly across shift patterns as and when required, including days, evenings, nights and weekends to meet the needs of the learner population.
- To attend Pathway, team and College meetings as required.
- Carry out any other reasonable duties requested by line manager.

## Independence and Learning Support Person Specification

|                   |   |
|-------------------|---|
| <b>Job Title</b>  | Independence and Learning Support         |
| <b>Reports to</b> | Independence and Learning Support Manager |

| <b>Selection Criteria*</b><br>A= Application Form I = Interview T = Test/Personality Profile   | <b>Essential/<br/>Desirable</b> | <b>Method of<br/>Candidate<br/>Assessment<br/>A, I or T</b> |
|--|---------------------------------|---|
| <b>Experience/Knowledge</b>  |                                 |   |
| 1. Experience of working in a flexible and responsive team   | Essential                       | A,I   |
| 2. Experience of working in a learning environment   | Essential                       | A, I  |
| <b>Educational/ Vocational Qualifications</b>  |                                 |   |
| 1. Level 2 Qualifications in numeracy and literacy**   | Essential                       | A   |
| 2. NVQ L2 Care or willingness to achieve relevant units within 3 months  | Desirable                       | A,I   |
| 3. L2 Safe Handling of Medicine (or to be achieved within 6 months)  | Essential                       | A,I   |
| 4. Level 3 qualification or higher   | Desirable                       | A   |
| 5. PTLLS or equivalent   | Desirable                       | A   |
| <b>Skills</b>  |                                 |   |
| 1. The ability to develop positive working relationships with individuals at all levels (internal and external) to promote the College         | Essential                       | A, I  |
| 2. Good organisational and time management skills  | Essential                       | A, I  |
| 3. A systematic approach to work with good problem solving skills  | Essential                       | A, I  |
| 4. The ability to work effectively in teams and a commitment to understanding the roles and responsibilities of other staff                    | Essential                       | I   |
| 5. The ability to clearly demonstrate understanding of safeguarding responsibilities and a commitment to promoting the welfare of young people | Essential                       | I   |
| 6. The ability to accurately develop learners' literacy and numeracy skills across the whole College experience                                | Desirable                       | I   |
| 7. Working knowledge of complex physical/communication/learning difficulties   | Essential                       | A,I   |
| 8. Ability to work unsupervised and on own initiative  | Essential                       | A,I   |
| 9. Experience of supporting/promoting independence skills  | Desirable                       | A,I   |
| 10. Ability to deliver all aspects of personal care  | Essential                       | A, I  |
| <b>Approach</b>  |                                 |   |
| 1. A positive, respectful, honest, flexible and proactive attitude   | Essential                       | A, I  |
| 2. A strong commitment to learner success, progress, independence and achievement  | Essential                       | A, I  |
| 3. A commitment to excellence and continuous improvement   | Essential                       | A, I  |
| 4. The determination to promote equality and diversity throughout all aspects of College life  | Essential                       | A, I  |
| 5. Be an outstanding role model for employability skills   | Essential                       | I   |

|   |                          |
|---|--------------------------|
| <b>Prepared by</b><br>Vice Principal Quality and Curriculum | <b>Date</b><br>June 2021 |
|---|--------------------------|

\* The selection criteria are for guidance only and alternative methods may be used to assist the selection process

\*\* If a candidate does not hold this qualification or cannot demonstrate it, they will be required to undergo an assessment to demonstrate they are operating at that level.