

# JOB DESCRIPTION

## Senior Learning Support Practitioner – D/deaf

### Our values:



### Our mission:

Enhancing lives through excellent education and learning.

### Our vision:

The first choice college for enhancing the lives of students in partnership with parents, employers, and community.

# **Newham Sixth Form College**

## **Job Description and Person Specification**

|                      |   |
|----------------------|---|
| <b>Post:</b>         | <b>Senior Learning Support Practitioner – D/deaf</b>  |
| <b>Contract:</b>     | <b>Permanent - Term-time only (0.86769 FTE)</b>   |
| <b>Hours:</b>        | <b>Full-time, 32.43 hours per week</b>  |
| <b>Reporting to:</b> | <b>Learning Support Team Leader - Operations &amp; Cross College Support</b>  |
| <b>Grade:</b>        | <b>Grade 5, Scale point 11 to 14</b>  |
| <b>Salary:</b>       | <b>£26,657.24 to £28,784.82 per annum (pro rata of £30,722.00 to £33,174.00 per annum) including London Weighting, plus a Market Forces Supplement of £3000</b> |

### **Key Purpose**

Take a lead role, working alongside a team of Learning Support Practitioners to develop and deliver outstanding support for learners across the college who are D/deaf.

Work with a team to provide support for students with identified needs in a range of teaching and learning environments. Learners' support requirements may be associated with a learning difficulty and/or disability, including physical, sensory, cognitive or specific needs, autistic spectrum disorders, and mental health or behavioural issues.

### **Main Duties & Responsibilities**

1. Ensure students who are D/deaf have support strategies which take full account of their individual needs. Ensure strategies are well articulated across students' provision. Undertake checks and reviews to ensure strategies are effectively being delivered .
2. Liaise with schools and external agencies to ensure students benefit from individual hearing technologies from the outset of their programme.
3. Provide CSW support as and when required.
4. Work alongside the team leader to ensure there is good daily coverage of support needs on a daily basis.
5. Work closely with teachers and curriculum leaders to ensure strategies for support are understood and shared by all necessary parties.
6. Liaise with parents and external agencies to obtain information which informs students' support strategies and to coordinate reviews of progress.
7. To supervise and assist students in the learning environment and support access to

the learning activities and experiences which have been prepared by the teacher or other specialists.

8. To support students to develop skills in independence and interdependence.
9. To promote and facilitate Inclusive Practice.
10. To monitor and evaluate students' responses to learning and provide oral and written feedback as requested.
11. To support students to achieve ILP targets and contribute to students' records as required.
12. To assist students in the use of specialist classroom equipment and teaching aids.
13. To prepare and maintain general and specialist equipment and resources as required.
14. To contribute to administrative tasks which relate to students' learning experiences; contributing to learner profiles; Risk Assessments and Personal Emergency Evacuation Plans; Education, Health and Care Plan Reviews.
15. To provide support for access arrangements for exams for learners with identified needs.
16. To participate in student Education Health and Care Plans review meetings and provide feedback on learners' progress as requested.
17. To supervise/assist students to have access to, and achieve within, any teaching and learning environment as directed by the teacher or other specialist. To include transfer between sites, buildings and other designated locations.
18. To assist on excursions/extra-curricular activities and provide supervision for students during out of hours learning activities.
19. To assist as necessary with all aspects of students' personal needs, ranging from help with transport to toileting requirements.
20. To help with students' personal hygiene and undertake any necessary cleaning.
21. With appropriate training, and in accordance with college policy and procedures to administer basic First Aid and to administer or supervise students' intake of medication.
22. To work in any curriculum area and/or other designated location for teaching and learning.
23. To establish and maintain effective relationships and communication with parents/carers and other professionals associated with identified learners.
24. To use ICT effectively to support learning activities and develop students' competencies and independence in its use.

## **General**

1. To demonstrate model behaviours that, at all times, are consistent with an open, inclusive and participative style.
2. To be proactive in identifying and pursuing opportunities that are appropriate to maintaining his/her professional development, and actively participate in the College's appraisal scheme.
3. To carry out duties at all times with due regard to the College's policies, including Safeguarding, Health & Safety, Equal Opportunities, and Data Protection, and participate in training as and when required.
4. To work flexibly and to undertake such other duties that may reasonably allocated by the line manager
6. To undertake any other duties consistent with the key responsibilities and/or duties of the post.

N.B. This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive listing of tasks and can be varied in consultation with the post holder to reflect changes in the job or the organisation. The post holder will be contracted to work for a defined number of hours per week but it is a requirement of this post that the holder will flex these hours to reasonably meet the needs of the service, which may include working occasional evening and weekends

## **EQUALITY DIVERSITY & INCLUSION**

We value diversity and positively welcome applications from all backgrounds. This will help ensure our workforce better reflects the diverse wider community we support. Applicants who declare a disability meeting the minimum criteria for the role will be guaranteed an interview.

## **SAFEGUARDING**

We are committed to safeguarding and promoting the welfare and safety of our students and expect everybody working for the College to share this commitment. We actively seek DBS enhanced clearance checks for applications of employment as part of our safeguarding procedures.

## **Other information**

Confirmation of appointment is subject to a satisfactory 10-month probation period.

In addition to the responsibilities listed above, all employees must be adaptable in their approach and undertake other duties that are commensurate with the potholder's level, wherever they may be, to achieve the objectives of the College.

## PERSON SPECIFICATION

We need you to use the application form to demonstrate your capabilities in relation to each of the criteria listed below (addressing each point in order).

**Method of Assessment key - A – Application form, T – Task, I – Interview**

| <b>Education/Qualifications</b>  | <b>Essential</b> | <b>Desirable</b> | <b>Method of assessment</b> |
|--|------------------|------------------|-----------------------------|
| 1. Experienced in supporting D/deaf students with a minimum of BSL L2 (Or a willingness to train)  |                  | X                | A/I                         |
| 2. To hold level 2 qualifications in Numeracy and Literacy.  | X                |                  | A/I                         |
| 3. To hold or be prepared to work towards a level 3 Learning Support Qualification (or to start with level 2 and progress onto level 3 if level 2 has not already been achieved)                       | X                |                  | A/I                         |
| 4. Commitment to undergo appropriate training in Learning Support if a suitable qualification is not held.   | X                |                  | A/I                         |
| To hold, maintain and extend a relevant Continuous Professional Development (CPD) portfolio.   | X                |                  | A/I                         |
| <b>Knowledge &amp; Skills</b>  |                  |                  |                             |
| 5. Knowledge and experience of assisting students with a range of learning difficulties and disabilities in a variety of teaching and learning environments.   | X                |                  | A/I                         |
| 6. Knowledge and understanding of policies, codes of practice and legislation which relate to working with learners in Further Education and training who have learning difficulties and disabilities. |                  | X                | A/I                         |
| 7. Knowledge and experience of administering First Aid and medication to learners with learning difficulties and disabilities.   |                  | X                | A/I                         |
| 8. Excellent communication skills in both spoken and written English   | X                |                  | A/I                         |
| 9. Excellent computer skills and ability to work online, demonstrating confidence and competence using a range of basic  | X                |                  | A/I                         |

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| programmes, including office, excel and outlook.   |   |  |     |
| 10. The ability to establish and maintain accurate records   | X |  | A/I |
| 11. Excellent communicator   | X |  | A/I |
| 12. Ability to work independently and as part of a team  | X |  | A/I |
| 13. Ability to relate well to young people and adults.   | X |  | A/I |
| <b>Experience</b>  |   |  |     |
| 14. To have recent and relevant experience working with at least two of the following categories of learning difficulty and disability: physical disability, sensory impairment, cognitive impairment, multiple disabilities, autistic spectrum disorders, mental health or behavioural issues, specific learning difficulties (e.g. dyslexia/dyspraxia) | X |  | A/I |
| 15. The ability to foster students' personal development through direct and indirect assistance.   | X |  | A/I |
| 16. Knowledge, experience and confidence in leading learning activities, including Literacy and/or Numeracy activities.  | X |  | A/I |
| 17. Flexible, responsive and enthusiastic.   | X |  |     |
| <b>Commitment</b>  |   |  |     |
| 18. Commitment to NewVlc's mission and values and to the development of an outstanding college in every respect  | X |  | A/I |
| 19. Commitment to the development of every student as a successful learner   | X |  | A/I |
| 20. Commitment to equality and diversity.  | X |  | A/I |
| 21. An understanding of and commitment to safeguarding young people and vulnerable adults.   | X |  | A/I |

**CLOSING DATE:** 12 Noon, Friday 19 April 2024

**SELECTION DATE:** TBC

**VACANCY ID:** SP/47

**APPLICATION PROCESS:** Candidates are shortlisted on the basis of their written application and the extent to which they meet the standard criteria. **You are advised to ensure that you use your supporting statement to indicate the extent to which you meet each of the criteria in the person specification below.**

The selection day usually starts with a briefing on the post and the college. You may also be asked to complete a short written activity, a presentation, a staff/student panel before a panel interview, usually on the same day.

**APPLICATION FORM:** For an application form please visit <https://www.newvic.ac.uk/jobs> or email [jobs@newvic.ac.uk](mailto:jobs@newvic.ac.uk)