**Specialist Student Support Worker**

 **Additional Learning Support**

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| **Responsible to:** | **SEND and Inclusion Manager** |
| **Responsible for:** | **n/a** |
| **Grade of post:** | **Scale 4** |
| **Hours of work:** | **Your working hours will be determined by the timetables of students requiring support.** |
| **Work location:** | **All College sites dependent on student support required.** |

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| **Job Purpose:**To provide support for learners with additional needs on College Provision including personal care support. To work alongside tutors to provide effective support for learners in a classroom environment, follow direction from the tutor, work as a team with other SSW’s in the classroom to provide effective support. To liaise with key members of the team to inform the development of planning to support learners in educational and pastoral activities in order to promote progression into independent learning and further training and educational opportunities.  |

**Key Duties & Responsibilities**

1. Provide in class learning, emotional, practical, behavioural, personal care and communication support.
2. To liaise with ALS Leads and other relevant college colleagues in the planning, delivery and assessment of Learning Support.
3. To complete learning support paperwork and provide necessary information for funding claims by keeping accurate records of the support provided to students.

**Other Duties and Responsibilities**

* To carry out all duties in accordance with the College’s Health and Safety, Safeguarding & Equality & Diversity policies and procedures, practices and procedures.
* To carry out any other duties as directed by your Line Manager.

**Safeguarding**

**The College considers that the job holder for this role should have a DBS Enhanced (Child and Adult) disclosure.**

**Please use the following headings to describe the detail of the duties and responsibilities of the role:**

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| Communication – Oral and written | * Provide in class learning and communication support.
* To participate in the completion of learning support paperwork and to provide necessary information for recording on the EBS System.
* Maintain accurate student records that are detailed by using internal systems and liaise with the SEND and Inclusion Manager and other support staff to maximise outcomes of the students and course.
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| Teamwork & Motivation – internal or external, can be fixed, matrix, project groups | * Support the department at key times of the year to support the recruitment of learners.
* Work with colleagues professionally and effectively
* Liaise with the lecturer to motivate students within your group to achieve MTG/ATG
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| Liaison & Networking – Liaison is making and maintaining individual work-related contacts; network is interconnecting group of people (internal and/or external) | * To liaise with students and/or parents/advocates as necessary.
* To liaise with colleagues/external partners to undertake assessment of students’ needs to inform their Learning Support Plan.
* To liaise with lecturers/colleagues, to undertake assessment of students’ needs to inform their Learning Support Plan.
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| Service Delivery – customer is anyone receiving services | * Create a positive image of the organisation by being responsive and prompt in responding to requests
* Respond to requests for information from staff, students, parents, or members of the public
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| Decision Making – relates to finance, physical resources, students, staff, and policy | * Decide on the right tools or techniques to be used to carry out a task when supporting a student
* Collaborate on decisions on resources that will help increase the provisions outcomes. With a focus on student experience
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| Planning & Organising – financial, capital and people | * Assist in devising, implementing and reviewing care plans.
* Ensure appropriate resources support lecturers to contribute to the quality of the provision
* Promote maths, English, ICT and employability skills to ensure students can prepare for their progression
* Promote high expectations of students learning
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| Initiative & Problem Solving – identifying actual/potential problems, considering/devising solutions, implementing. Consider acting within given boundaries. | * Support the lecturer with student behaviour and attendance issues taking appropriate action as directed
* Develop and utilise strategies to ensure retention and achievement is maximised
* Solving and using initiative in times of need
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| Investigation & Analysis – includes research | * Engage in continual upskilling to ensure support techniques and approaches advance along with changing support needs
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| Sensory & Physical Demands – uses senses singly or in combination and use of physical skills/ effort | * Thorough use of College systems to capture information to create a detailed picture of the student journey
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| Work Environment – conditions under which they work. Risk/H&S | * To support learners during trips and residential visits including some weekends and overnight stays.
* Comply and adheres to standard health and safety guidance in regard to self and others, and reports concerns to others for action
* Complete mandatory Health and Safety training
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| Pastoral Care & Welfare – physical, mental health & wellbeing  | * Provide emotional and practical support.
* Assist with the transition of learners into College.
* Make themselves aware of all learners; learning, health and social needs including PEEPS.
* Ensure all students feel safe in College and they understand how to keep safe themselves in different situations
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| Team Development – coaching, development of team (not others) | * Participate in the College induction process
* Assist colleagues with day to day tasks and help new employees settle in
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| Teaching & Learning -Support all types of teaching and learning support outside of immediate work team | * To liaise with tutors to ensure learning is effective and meets individual learners needs.
* Assist with Initial Diagnostic Assessments where requested.
* Maximise retention, achievement, attendance and progress of all supported students
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| Knowledge & Experience – knowledge acquired through education/ qualifications and experience | * Up to date knowledge of specialist support needs
* Working within a diverse environment of students
* Actively source information and upskill as per subject specialism
* Experience of following established practice, procedure or techniques
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**PERSON SPECIFICATION**

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| **Education/Qualifications** |  |  |  |
| *Essential:* | **S/L** | **I** | **A** |
| * GCSE English / Maths or equivalent Grade C or above, Level 2 Literacy and Numeracy
* Relevant Level 3 or equivalent qualification or willingness to work towards
 | **X****X** | **X****X** |  |
| *Desirable:* |  |  |  |
| * A qualification in Learning Support or related discipline
 |  | **X****x** |  |
| **Technical Skills** |  |  |  |
| *Essential:* | **S/L** | **I** | **A** |
| * Experience with working with students who have a wide range of abilities and individual support needs
* Experience of providing personal care
* Skills to record support on Pro-monitor
 | **X****x** | **X****x** |  |
| *Desirable:* |  |  |  |
| * Makaton trained
* Speech and language trained
* Practical knowledge of adaptive software and hardware.
 |  | **X****X****x** |  |
| **Personal/Behavioural Attributes** |  |  |  |
| *Essential:* | **S/L** | **I** | **A** |
| * Good timekeeping and punctuality
* Good communication skills
* Ability to work effectively within a team and with colleagues
* Self-motivated
 |  | **X** |  |
| *Desirable:* |  |  |  |
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| **Other Requirements** |  |  |  |
| *Essential:* | **S/L** | **I** | **A** |
| * Ability to work on own initiative.
* Good literacy skills
 |  | **X****X** | **X** |
| *Desirable:* |  |  |  |
| * Good Numeracy skills
 | **X** | **X** | **X** |
| **Safety Critical Role** |  |  |  |
| **Subject to Enhanced DBS** |  |  |  |

***S/L = Short Listing I= Interview A=Assessment***