

JOB DESCRIPTION

Specialist Support Practitioner



INTRODUCTION

Waltham Forest College is one of London's most successful Colleges and in February 2018 Ofsted judged the College to be 'Good' in all that we do. The College is proud to be described as an 'inclusive college' and having a diverse workforce that mirrors our local community.

From the moment you walk into our spectacular building you can see that this is a college built for success. The College firmly believes that our employees are the heart of the organisation and having the right people in the right place is the key to our success

OUR VISION

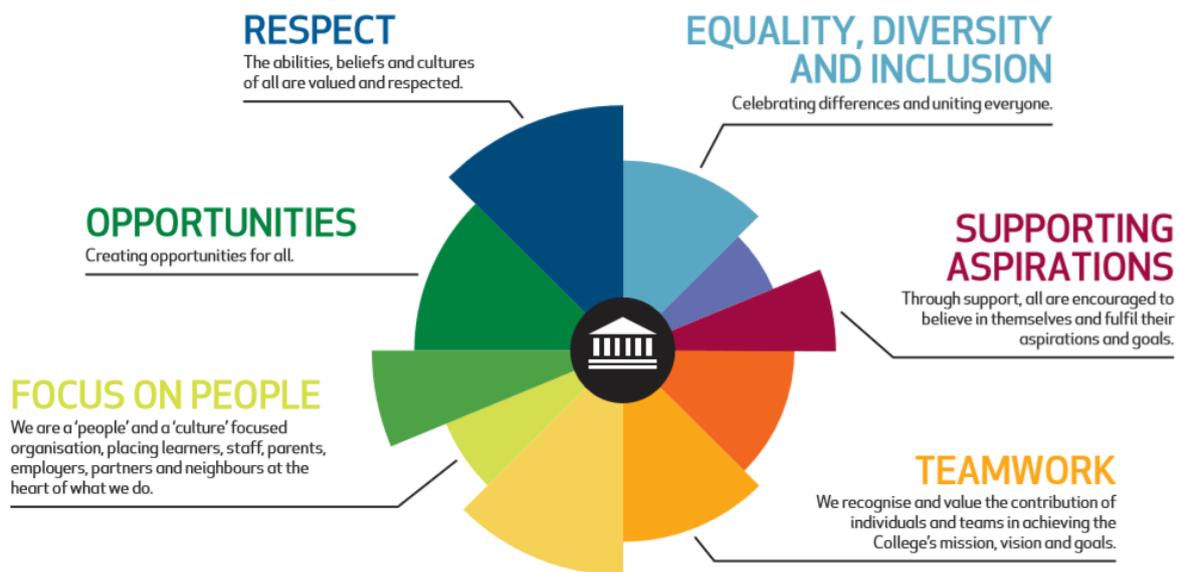
Careers focussed education inspiring learners to create their future.

OUR MISSION

To deliver outstanding technical and professional learning, which raises aspirations, develops skills and creates futures

OUR VALUES

Our organisational values drive the way we interact with each other and influence our people in creating their future.



JOB DESCRIPTION

This Job Description sets out the organisational position, reporting lines, key accountabilities and relationships.

Post	Specialist Support Practitioner
Department	Additional Learning Support & Inclusion
Pay Spine	Business Support 23-25 40 weeks
Post Reports To	Additional Learning Support & Inclusion Manager

MAIN TASKS

To lead and develop strategies and interventions for students with additional needs in order to support them in accessing education and opportunities. To provide high quality effective, and targeted support under the direction of the Additional Learning Support Manager and Team Leader. To always consider how support can better the opportunities for the student, improve their achievement and retention.

JOB ACTIVITIES

- To work in a cross college capacity, in conjunction with the LSPs and other support staff to ensure the highest quality of provision that facilitates student involvement in all aspects of the learning process including target setting, support records and reviews.
- To provide support in one to one/small group sessions to students who have Visual Impairment and SEN, to enable them to access the curriculum and achieve their potential as well as respond to and assess students in crisis situations.
- To conduct assessments and reviews for all students consenting or identifying with a Visual Impairment and SEN in order to identify support required to access their course.
- To work with the students, LSPs and Lecturers to develop an initial support plan and set individual targets for students, taking into account any relevant that may be included in their Educational Health and Care Plan (if applicable). Then to ensure all parties are informed of the support where appropriate and to regularly review the support.
- To ensure that where additional support needs are identified, support is negotiated and set up, and that appropriate resources are made available; including the adaptation of learning materials into braille, provision of assistive equipment and software and/or deployment of support staff including in-class group interventions.
- To ensure that academic staff and/or personal tutors are fully briefed and comfortable utilising evidence-based support strategies, that ensure inclusive learning and participation for students with Visual Impairment and SEN in line with any confidentiality agreement made with the student; and to work with the Additional Learning Support Manager and Team Leader in identifying those staff that may require additional training and support in working with ALS students.

- To support the transition, implementation, and review of Educational Health Care Plans including co-ordinating and leading on students EHCP Annual Reviews; organising person centred termly reviews, liaising with social care teams/families, the local authorities, and other professionals, organising the Annual Review meetings with support from the Team Leader, and ensuring all documentation is completed in a timely manner.
- To maintain auditable records and relevant documentation of support provided to students in a secure and confidential manner; to work with the Additional Learning Support Manager and Team Leader in compiling relevant reports and to use the data emerging from reports to inform the team's QIP as well as training requirements for the Learning Support Practitioners. To maintain confidentiality and security of all documentation and other information pertaining to students and staff in line with current GDPR.
- To carry out risk assessments in line with safeguarding procedures for prospective and current students.
- To keep up-to-date with any changes and developments to legislation pertaining to additional learning support and to work closely with the Additional Learning Support Manager and Team Leader in regularly reviewing ALS practice and seeking out examples of good practice in order to contribute to best practice and quality improvement.
- To establish and maintain close links with Visual Impairment and SEN services locally and to make timely and appropriate referrals.
- To undertake the role of Fire Marshal and assist in the safe evacuation of Visually Impaired and SEN students, ensuring that up to date and relevant PEEPs/Risk Assessments are in place and reviewed termly.
- To lead on front line college interventions during enrolment for students with Visual Impairment and SEN, and work collaboratively with other SSPs and the Team Leader to ensure that effective initiatives are in place to highlight any students with additional needs during open days, enrolment and induction period.
- To work with student services and teaching staff pre-entry and at enrolment to ensure that students with potential support needs are appropriately identified and that any reasonable adjustments or modifications are made prior to interview including the appropriate briefing of interviewing staff. Ultimately to ensure that any student with additional needs (e.g. mobility need, learning difficulty) gains access to our courses in line with Disability Discrimination Act and Equal Opportunities legislation.
- To provide assistance and cover for colleagues as necessary, taking on additional projects as required.
- To sign post to activities throughout half terms and holidays to best support students and families with Visual Impairment and SEN.
- To plan personal holiday in advance considering that all SSP staff must be on site from the start of enrolment till the October half term inclusive.

WALTHAM FOREST COLLEGE COMMITMENTS

Waltham Forest College aspires to be an outstanding College and in recognition of the crucial role that members of staff play, individually and collectively, in achieving and maintaining high standards all employees are required to:

- Be a positive ambassador for the College at all times
- To adhere to the College's policies, procedures and practices regarding the safeguarding of students, including attendance at training and updating sessions as required and responding appropriately and supportively to any issues associated with safeguarding
- Orientate their work towards the needs of students and other customers and the creation of the College as an inclusive learning environment and, in doing so, to seek to ensure that students and all others feel valued
- Adopt a reflective and self-critical approach to responsibilities and to contribute to the preparation of the local (team, area, School/Dept etc.) Self-Assessment Report and for progressing the associated action plans
- Demonstrate a commitment to the provision (the letter and the spirit) of College policies, codes, procedures and frameworks
- Undertake continuing personal and work related professional and skills development having regard to the changing demands placed on the College and the impact on specific roles
- Work collaboratively with colleagues across the College as a whole so as to support the achievement of the College goals
- Be a positive role model in terms of supporting the College's approach to equality & diversity
- Understand and actively support the College's approach to health and safety and, in particular, to take into account the duty of care for others and oneself in all day to day actions
- Support the College's arrangements relating to emergency evacuations and take a proactive role in enabling the buildings to be emptied quickly and safely prior to marshalling students and others at the designated meeting points
- Wear protective clothing to undertake appropriate and specific roles within the College and to comply with safe methods of working
- Challenge unacceptable behaviour (such as, for example, not wearing College ID, shouting or playing loud music in corridors, spitting or swearing) whilst not putting one's personal safety at undue risk
- Adhere to the College's approach to no smoking at all times during working hours
- Make an active and positive contribution to team meetings, one to one sessions with line managers and the appraisal process

- Undertake any additional reasonable duties in order to progress the needs of the College

In recognition of the ever-changing environment in which the College operates, the contents of this job description will be the subject of regular review in consultation with the post holder.

PERSON SPECIFICATION

Essential/Desirable criteria will be identified at*			
	AF	I	A
EDUCATION AND TRAINING			
Minimum Level 2 English and Maths	E		
Appropriate professional training/qualification in Assistive Technology and SEN	E	E	
Recent training and/or Continued Professional Development in Assistive Tech and SEN	E	E	
EXPERIENCE			
Relevant experience of supporting people with SEN	E	E	
Experience of working in an educational setting	D	D	
Experience of working with people in crisis	E	E	
Experience of assessing the needs of people with SEN	E	E	E
Experience of conducting needs assessments and Risk Assessments for people with SEN/SEMH	E	E	E
Experience of contributing to ensuring high quality outcomes as measured by retention, achievement and progression		D	
Experience of administration and organisation to ensure accurate returns to deadline	E	E	
Experience of delivering a high standard of customer care	E	E	
Experience of working with a diverse range of people		E	
Experience of establishing and maintaining close links with voluntary and statutory youth engagement services and make appropriate and timely referrals	D	D	
SPECIAL ABILITIES AND APTITUDE			
Good working knowledge of SEN legislation	E	E	
Ability to plan and deliver support in one-to-one or small group sessions to students with Visual Impairment and SEN	E	E	E
The ability to form and maintain appropriate relationships and personal boundaries with young people/ clients/ students	E	E	E
The ability to establish and maintain close links with voluntary and statutory disability and youth engagement services and make appropriate and timely referrals.	D	D	
Knowledge and understanding of the Disability Discrimination Act and SEND Code of Practice	E	E	
Good ICT skills, specifically in Microsoft Office	E		E
Ability to work collaboratively and supportively as part of a team		E	
Excellent organisational skills		E	
Ability to manage workload and prioritise work		E	
Excellent communication skills (oral and written)	E	E	E
Commitment to putting students and learning at the forefront of all actions		E	
Ability to work both under direction and on personal initiative		E	
Aptitude for proactive identification and solution of problems and barriers to effective working	E		E
Ability to work flexibly		E	
Ability to work under pressure and meet targets and deadlines		E	
The ability to form and maintain appropriate relationships and personal boundaries with students		E	E
OTHER REQUIRMENTS			
Flexible approach to working hours and duties in order to meet deadlines.	E	E	

Commitment to the highest possible levels of health and safety for students, staff and others		E	
Commitment and understanding of equality and diversity issues and experience of putting this into practice	E	E	
Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults	E	E	
Ability and willingness to undertake continuous professional development		E	
Commitment to working with diversity and a range of ability levels	E	E	

* **Key:** AF = Application Form, I = Interview, A = Assessment