

JOB DESCRIPTION

Post:	Inclusive Practitioner (SEND)
Responsible to:	Deputy Team Leaders – Learning Support
Salary:	£26,669 per annum Scale 5 Fixed point 25 Full time (37 hours), Term Time 40 Weeks
Conditions of Service:	Truro and Penwith College conditions of service
Main Purpose of Job:	<p>To oversee and provide support to an allocated caseload of SEND, EHCP and High Needs learners.</p> <p>To be the key allocated person and point of contact for specified learners (and other stakeholders) during their transition to, time at and transition from college.</p> <p>To complete the assess, plan, do, review (APDR) cycle on a termly basis by working closely with learners and a range of internal and external stakeholders to get a full understanding of each individual learner's needs, how that impacts them and what support they require.</p> <p>Monitor individual learners' engagement with all elements of the college experience e.g. attendance to lessons, careers advice, enrichment, Health Wellbeing and Sport, tutorial etc.</p>

Specific Duties:

To coordinate the support and provision in place for an allocated caseload of learners.

Liaise with DTLs/LSIP Cover Supervisor regarding timetabling of support.

Meet regularly with learners to ensure learner voice is placed at the centre of how we support them and that their needs are being met. Review needs and provision with all stakeholders.

Embed Preparing for Adulthood (PfA) outcomes—including employment, independent living, community inclusion and health—into all aspects of planning, review and support, ensuring these remain a consistent focus for each learner's progression.

Work collaboratively using a co-production approach with learners, parents/carers, external professionals, local authorities and other stakeholders to ensure that support is personalised, aligned with statutory expectations, and reflective of each learner's voice and long-term outcomes.

Maintain proactive, professional communication with a wide range of internal and external agencies (e.g., therapists, social care, careers services, programme tutors) to support integrated planning and delivery of provision.

Work in a supportive and advisory role with faculty teams to support with planning, sequencing, design and delivery of curriculum to meet need. Support learners to be involved in the co-design of their curriculum.

Provide guidance, training and professional support to lecturers and wider curriculum teams to build confidence and capacity in adapting teaching, assessment, sequencing and learning environments to meet the needs of SEND learners.

Ensure each learner you are working with has a baseline assessment for their skills and outcomes in order to review progress or take action where this isn't being made as expected.

Have a detailed knowledge of the learner's strengths, needs as identified in their plans and baselines across all elements of their programmes of study.

Create/update IEPs and develop strategies to support learners by observing them in a range of college activities, give feedback and advice as to how to meet need. Actions may include modelling techniques, liaising with DTLs.

Review EHCPs for each of your caseload of learners to ensure section F is met, review support and progress towards outcomes.

Direct liaison with programme area staff to ensure a consistent, ambitious, inclusive and supportive approach for learners.

Positively contributing to the outcomes of SEND learners by advocating the importance of meeting the needs of all through high quality teaching.

Monitor the attendance of each of your allocated learners to ensure that any concerns are acted on and supported effectively.

To deliver, or coordinate, targeted and individual interventions in line with Section F and/or emerging and changing need.

To work with learners across progression pathways and cross college courses including apprenticeships.

General Requirements:

As a member of staff, the post-holder will be required to further the agreed aims of the College by participating fully in the following:

The first six months of your employment will be a probationary period, during which your suitability for the position to which you have been appointed will be assessed

To participate in the scheme for appraisal and review of performance adopted by the College.

The provision of a high-quality environment for student learning and associated activities.

Student Welfare and Support Services.

To be responsible for promoting equality and diversity in line with College procedures.

The development of a flexible and responsive institution.

To act responsibly in using resources including contributing and complying with efforts and initiatives to reduce carbon emissions.

To maintain the highest standards of professional behaviour at all times (including compliance with the staff Code of Conduct), with a positive and student focused approach.

College Promotional and Marketing Activities.

The safe and appropriate use of College equipment, premises and property.

Health and Safety Procedures as laid out in the College Health and Safety Policy.

Staff Development Activities.

General College Developments.

All members of staff must be prepared for changes in their responsibilities and work.

The postholder will also be required to undertake such other tasks as the Principal from time to time may determine.

All members of staff are required as part of their duties to accept responsibility for safeguarding, Prevent and promoting the welfare of children and vulnerable adults.

PERSON SPECIFICATION

Inclusive Practitioner (SEND)

Ideally, the person appointed will have the following skills and experience:

- Experience of teaching/supporting SEND learners to achieve excellent outcomes
- Proven track record of working collaboratively with others to ensure the best possible outcomes for learners e.g. taking responsibility for a particular intervention/support offer.
- To have an understanding of the preparing for Adulthood agenda
- Excellent understanding of a variety of SEND and how this impacts learners.
- A commitment to being ambitious for learners in a strength-based approach in order to foster independence.
- A dynamic, flexible and proactive approach.
- A working knowledge of the Send Code of practice, EHCPs and statutory duties that that embodies.
- A fastidious approach to monitoring and recording of progress and concerns.
- An excellent communicator with ability to influence and bring change to fruition in a positive and collaborative way.
- Confidence to professionally and kindly challenge others for the benefits of learners.
- An interest in supporting colleagues to develop skills.
- Must have extensive experience working directly with learners with SEND in an education, health or care setting.
- Must hold a level 3 or above qualification and ideally be qualified to Degree Level
- Hold maths and English grade 4/C or above.
- Experience attending, contributing and ideally chairing EHCP reviews.
- Current full, clean UK Driving Licence.

The College is registered with the Disclosure and Barring Service and the successful applicant will be required to apply for a Disclosure at the enhanced level. If you apply for a job with vulnerable people when you know you are on a barred list, you could be fined or face a prison sentence.

Truro and Penwith College is committed to ensuring a culture of valuing diversity and ensuring equality of opportunities.

THE TRURO & PENWITH COLLEGE VISION

LOOK FURTHER REACH FURTHER GO FURTHER

OUR AMBITIONS

LOOK FURTHER

- **Aspiration:** Students gain the confidence and self-belief to set ambitious progression and career goals
- **Inspiration:** Students are inspired by interactions with staff, stakeholders and alumni

REACH FURTHER

- **Triumph:** Students exceed expectation and achieve their full potential
- **Talent:** Expert lecturers with a passion for teaching, learning and assessment
- **T&PC Magic:** exceptional facilities, enrichment and opportunities

GO FURTHER

- **Progression:** Students progress to competitive universities, apprenticeships and jobs that provide strong foundations for successful careers
- **Prosper:** Students develop the skills needed to flourish at university or in employment
- **Productivity:** Students gain the skills employers need, supporting the economy to thrive

OUR VALUES

Our values, chosen by staff and students, provide the foundations for a high-performing inclusive culture in which our ambitions can be realised.

WELLBEING

Looking after our own physical, social and emotional wellbeing; the most important foundation for a happy, healthy and prosperous future.

ENGAGEMENT

Taking full advantage of the opportunities available to us, both at college and beyond.

ASPIRATION

Wanting the best future for ourselves and having the self-belief that we can achieve it; looking beyond the horizon we may initially see.

RESPECT

Playing an active part in creating positive inclusive communities, where everyone is valued and respected.

