

BARNET AND SOUTHGATE COLLEGE

JOB RESPONSIBILITY PROFILE

POST TITLE:	Higher Level Study Support Assistant, Supported Studies
POST REFERENCE:	HLSSA
SALARY:	Support Salary Scale 6
HOURS:	26 hours per week, 40 weeks term time only
LOCATION:	Staff can be asked to work on any of our college sites but will usually be based at one our main site at Southgate
RESPONSIBLE TO:	Supported Learning – Specialist Team Leader

PURPOSE OF POST: To complement the work of teachers by taking responsibility for the organisation and support of agreed learning activities for classes where all students have special educational needs. To work both independently and collaboratively with teaching staff in the whole planning cycle and the management/preparation of resources. To provide support for students, the teacher and the college in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes; To encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of college life.

CORE RESPONSIBILITIES:

1. Providing in class cover using pre-set lesson plans and schemes of learning by department teaching team.
2. Contribute to tutors' planning and preparation as appropriate.
3. Assist in the selection and preparation of teaching resources in order to meet individual and group needs.
4. Provide verbal/written feedback to the tutors.
5. Supporting induction and mentoring of new SSAs including apprentices.

6. Promote and support the inclusion of all students with support from the study support assistants.
7. Organise and safely manage the learning activities for which responsibility has been allocated.
8. Support teachers, as requested, in evaluating student's progress.
9. To assist in the preparation of risk assessments for all students
10. To support learners personal care needs when required.
11. Support tutors undertaking assessments as required.
12. Ad hoc cover for Specialist Team Leader.
13. To support students with additional needs in their learning, both in the classroom and on a one to one and small group basis as directed by learning support and/or vocational tutors.
14. Managing behaviours and emotional regulation - including challenging and confrontational behaviour.
15. Support and carry out care and physical interventions including suctioning, drainage, peg feeding and hoisting – training for these will be provided.
16. Apply highly specialised communication interventions for profound physical and learning needs including communication skills, intensive interaction and other multi-sensory learning techniques.
17. Utilise assistive technologies such as switch and widget programmes.
18. Record of specific training / strategies / techniques such as PECS, PODD, TEACCH, Makaton, Intensive Interaction, SCERTS, SPELL, Total Communication, Pictorial Programmes etc.
19. To work with appropriate College staff to improve learning opportunities for all students and enhance the quality of the learning experience.
20. To assist students in the location and use of learning resources, including IT based facilities, and where necessary support students on work placements.
21. To work with tutors through the tutorial programme in order to contribute to the development and delivery of students' independence and personal development programmes in preparation for adulthood.
22. To support students in use of specialist equipment aids and adaptations, including tube feeding and other complex adaptations.

23. To communicate with teachers, course leaders and other colleagues within the department by attending team meetings and using college communications systems including e-mail.
24. To liaise with outside agencies in conjunction with course tutors where appropriate.
25. To maintain records for internal and audit purposes.
26. To take part in relevant staff development opportunities including those required health and safety training.
27. Such other duties commensurate with the grade of the post as may be reasonably required, at the initial place of work or at other locations of the College.
28. To be a registered first aider and act as a first aider in your area of work and in exceptional circumstance in other areas of college.
29. Such other duties appropriate to the scope and grading of the post as may be required from time to time.

General duties and responsibilities

1. To provide a helpful, professional and flexible service to internal or external customers of the department or the College.
2. To act in accordance with College values and positively represent Barnet and Southgate College in all aspects of your work.
3. To operate in accordance with the College's policies and procedures.
4. To act in a safe manner which safeguards the health and safety of yourself and others.
5. To be aware of equality and diversity, the needs of customers and learners and demonstrate these principles in all aspects of your work.
6. To be familiar with and comply with the College's safeguarding requirements which protect the welfare of children and vulnerable adults.
7. To participate in and take responsibility for your own learning and development
8. To provide cover or support for other members of your team and undertake any other duties required by your line manager appropriate to your position within the organisation. This includes attending other Barnet and Southgate College campuses if required.

NOTE: Please be aware that the duties and responsibilities outlined above are not exhaustive, nor are they shown in the order of priority or frequency. They may be varied from time to time after consultation with the post holder. You may, from time to time, be required to work evenings, Saturdays or on a Sunday.

PERSON SPECIFICATION

CRITERIA	Essential	Desirable	Method of Assessment A – Application Form I – Interview P - Presentation
Qualifications	Educated to at least a full level 2 standard or equivalent or be willing to complete a full level 3 qualification during the first year of employment.	Specialist SEND qualifications. National vocational qualifications in 'supporting teaching and learning'. L3 Education & Teaching qual	A
Experience	Experience of providing SEND learning support to students in an educational environment is essential	Experience of working in further education is highly desirable.	A, I
	Experience / working knowledge of people with learning and physical disabilities including educational and personal care support.	Experience of working with people with multiple and complex needs and specific additional support needs including those with autism and behaviour support needs Experience of medical, physical and highly specialised communication interventions for profound physical and learning needs First aid certificate. Suctioning, drainage, peg feeding, hoisting Experience of therapeutic interventions such as hydro therapy and physiotherapy	A, I
	Experience of support strategies for complex needs	Working knowledge of the following: as PECS, PODD, TEACCH, Makaton, Intensive Interaction, SERCS, SPELL, Total Communication, Pictorial Programmes	AI
Knowledge & Skills	Knowledge of assistive technologies	switch and widget programmes, other communication programmes	
	Understanding of communication skills verbal and non-verbal	Specific communication skills in intensive interaction and multi-sensory learning	
		HLTA standards 8-16 & 17-33	

CRITERIA	Essential	Desirable	Method of Assessment A – Application Form I – Interview P - Presentation
	Managing student behaviour and communications	Supporting students with emotional regulation - including challenging and confrontational behaviour Knowledge of analysing behaviour and student communications	A,I
	Excellent organisational skills are essential.		A, I
	Good IT skills and an ability to use MS Office applications are essential.		I
	A level 2 qualification in both English and Maths	A level 2 qualification in a relevant subject	A
Personal Attributes	Ability to support students with functional skills including ICT, communication, literacy and numeracy.		A,I
	An ability to respond sensitively and appropriately to student needs is essential.		A, I
	Able to uphold and behave in accordance with College values. (The newly agreed College values are – Learner at the Centre, Continuous learning and improving, equality and inclusiveness, team working, professionalism and challenging the norm)		
	Emotional robustness to work in an environment that includes challenging students		
	Reliable attendance and punctuality are essential.		A

	A flexible approach to work is essential, along with the ability to work on your own initiative and as part of a team.		A, I
	A confident and friendly manner, excellent interpersonal skills and an ability to communicate with a wide range of people are essential.		A, I
	An ability to work within and implement the College's Equalities Policies is essential.		A
	Awareness and understanding of disability issues, health & safety and safeguarding is essential.		A, I