The Oaks Specialist College

www.theoaks.ac.uk

Job Description and Person Specification

Learning Support Practitioner

Reporting to: Deputy Principal

Pay Range: £24,520 to £30,000 FTE salary, pro rata £17,399.08 to £21,287.61 (based on 5 days per week)

Hours: 37 hours per week. This a term time only position (37 weeks per year)

Context

The Oaks Specialist College is a registered 'Outstanding' provision based in Tonbridge, set up to meet the needs of young adults age 18-25 with learning difficulties or disabilities (LLDD) and physical disabilities.
Our aim is to complement and work alongside existing providers in the area, to ensure that the needs and aspirations of our young people can be met locally. We work with a range of local businesses to enable our learners to seek employment and play an active role in their community.

Learning programmes include:

- A programme of study and work-related learning and experience that will lead to further vocational training, internships/apprenticeships and employment.
- A programme of study providing a further 1, 2 or 3 years for young adults to continue to develop their personal life and independent living skills so that they can contribute to society in a number of ways and live an independent or semi-independent life.
- A bespoke programme of study for learners that require a total communication approach and may use AAC. This is a multi-sensory curriculum to enable the learners to communicate their needs in a supported environment.

Job Summary

1. Promote the highest standards of learning and achievement in a supportive, stimulating and orderly environment to engage young adults in their learning and planning for their own future.
2. Encourage and enthuse all learners and thus enable everyone to achieve the best that they can and become as independent, skilled and confident as possible.
3. Create an inclusive ethos in which learners develop independence, value themselves, others and their environment, and prepare for adult life and citizenship by working with others.
4. Promote the enjoyment of learning and support the attainments, successes and achievements of all learners.
5. Support all members of the College community to enable them to communicate and interact effectively, be confident, motivated to succeed and develop life, independence and skills for employment in a practical setting.
6. Work in partnership with all parents, carers and key people and organisations in the community to provide an accountable, high quality service, committed to safeguarding young adults that will have a positive, sustainable impact for individuals and partner organisations locally, regionally and, where possible, nationally and internationally.
7. Support our learners to embed their employability skills as part of our enterprise and work placement offer.

Additional Benefits

There are many career development opportunities for those interested in progression, including into teaching and job coaching, and we can support the successful candidate to achieve qualified teacher learning and skills status (QTLS) if you are a suitable candidate and demonstrate your commitment to the college. (No degree required). Other benefits include private Healthcare and free health screening, and employee rewards through Perkbox.

Job Description - Principal Accountabilities

As an active and effective member of the Teaching and Learning Team, you will:-

1. Support the learning of groups, individuals, subjects and skills as deployed by the College Principal and Deputy Principal, throughout The Oaks and in the community.
2. Engage all learners and encourage and enthuse them to enable them to make good or better progress and become as skilled, knowledgeable and independent as possible so that they become successful learners, confident individuals and responsible, contributing citizens.
3. Utilise enterprise opportunities to provide learners with the experience of working in real-life situations and environments.
4. Develop and maintain links with the local community to support the enterprise portfolio of the College.
5. Liaise with teaching staff to obtain knowledge of learners' special needs and physical disabilities and deploy positive and targeted support for all learners with specific learning needs or difficulties.
6. Support teaching staff and therapists with the timetabling of therapy provision for young people who require physical management to be integrated into their learning programme, following manual handling plans where appropriate.
7. Support the personal care and daily living tasks of our learners who require additional support.
8. Build all learners' enthusiasm for learning, optimism, self-esteem, self-confidence, independence and a problem-solving approach with active participation in their learning and self-assessment in the context of a working environment.
9. Develop and manage positive and productive relationships with all learners, staff, carers, parents, Trustees.
10. Develop learners' participation, social skills, responsibility, concern for others, independence, literacy, numeracy and Digital skills throughout the curriculum and enable them to make safe and healthy choices.
11. Use and develop opportunities for learning outside the classroom, including online.
12. Promote positive behaviour, setting consistent, clear expectations for maintaining appropriate behaviour, managing any challenging or difficult behaviour from learners, minimising any negative impact on the learning of others, and/or on the learners themselves.
13. Regularly monitor, evaluate, record and report the progress of learners in relation to their prior attainment, using agreed College systems and to use this to provide constructive on-going feedback to learners to guide their learning and develop their individual capacity to know, understand, value and build on their own strengths and skills.
14. Liaise with teaching staff to contribute to target setting for further learning and modification of planning.
15. Participate in, and engage with, a range of College based and external INSET and professional development activities, including performance management feedback, and sharing best practice and outcomes with colleagues and to continuously improve own teaching performance.
16. Implement all College procedures & policies consistently, and contribute to their evaluation and further development, supporting the College in achieving its aims, vision and priorities as set out in the College Development Plan.

Person Specification

Qualifications & Experience	
• GCSE accreditation or equivalent, Grade A to C in both Maths and English. • Experience of SEN inclusion and/or provision. • Evidence of recent relevant professional development. • A minimum of 2 years learning support experience. • Evidence of effective working with a variety of parents and carers. • Evidence of being an effective, positive and contributing team member. • Evidence of effective working with a variety of stakeholders and agencies. • Experience of working in more than one setting. • Additional training in SEND.	Desirable Desirable Desirable Desirable Desirable Desirable Essential Desirable Desirable
Knowledge	
• Knowledge of a range of learning difficulties – complex, severe needs, communication and interaction difficulties and associated challenging behaviours and additional needs. • Understanding of how to support young adults with physical disabilities, including hoisting and implementing manual handling plans. • Ways of improving outcomes in learning, in achievement and in the quality of life for learners with these additional needs. • Curriculum development and accreditation. • The use and application of ICT for learning. • The current Ofsted criteria and all relevant published professional standards. • Knowledge of Health and safety, and food standards	Desirable Desirable Essential Desirable Desirable Desirable Desirable
Skills & Abilities	
• Ability to work independently but also to be a team player. • Pro-actively lead and support learners' learning. • Enthuse passion amongst learners to develop their skills to apply these to the workplace. • Support and challenge learners enthusiastically and be adaptable and flexible, whilst remaining calm and patient under pressure. • Effectively support a range of learning styles. • Pastoral skills that support student behaviour for learning and their personal development. • Establish professional working relationships with colleagues that are characterised by an enthusiastic commitment to helping them overcome challenges. • Plan and prioritise tasks, delegating where necessary and meeting deadlines. • Ability to inspire, motivate and encourage learners, staff and parents/carers.	Essential Essential Essential Essential Essential Essential Essential Essential Essential

Personal Qualities & Abilities	
• Demonstrate optimistic behaviour, positive relationships & attitudes towards learners and staff, and towards parents, governors and members of the local community. • Role model by example – with integrity, creativity, resilience and clarity. • Current knowledge and understanding of education and College systems locally, nationally and globally, and pursue continuous professional development. • Help drive the learners forward, empowering all learners and other staff members to excel. • Embrace an educational culture of 'open classrooms' as a basis for sharing best practice with and between colleagues at all levels. • Provide a safe, calm and well-ordered environment for all learners and staff, focused on safeguarding learners and developing their exemplary behaviour in College and in wider society.	Essential Essential Desirable Essential Essential Essential

Vulnerable Adults Protection

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. Appointment to posts exempt from the ROA will be subject to the successful candidate obtaining an enhanced disclosure from the Disclosure & Barring Service to KCCs satisfaction. The Oaks is committed to the fair treatment of its staff, potential staff or users of its services regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background. Where applicants have declared a criminal record, the relevance and circumstances of the offences will be considered in relation to the post applied for. Having a criminal record will not necessarily bar that person from working with us.

The Oaks is committed to safeguarding children and young people, a commitment we expect all staff to share and uphold.