

JOB DESCRIPTION



POST : **Support Co-ordinator (CLSA)**
GRADE : **POI**
RESPONSIBLE TO : **Head of Inclusion**
RESPONSIBLE FOR : **Communication Learning Support Assistants (CLSAs)
and Learning Support Assistants (LSAs)**

The Governors of the College expect all employees to be fully committed to the College's Equal Opportunities & Health & Safety Policies & accept personal responsibility for practical application. All employees are required to comply with & promote these policies & to ensure that discrimination & danger is eliminated within the service to staff, the students, their parents & carers.

Job Purpose

To contribute and work proactively, with the Teacher of the Deaf (TOD) and SENCo in facilitating learner access to the education system, in a range of activities, including both social and academic. This could include off site activities. To determine and provide learning support requirements for deaf learners and those with an Educational Health and Care plan. Promoting inclusion and employ strategies and procedures that provide inclusive person-centred support, assessing and supporting achievement and monitoring progress towards learner objectives. This may, at times, mean that the Communication Learning Support Assistant Co-ordinator has responsibility for managing different initiatives and other projects. Supporting deaf pupils by providing an interpreting service for deaf learners in the classroom, training and college/community events. Manage the transition process in and out of the college for Deaf learners. Line manage a team of Communication Learning Support Assistants and Learning Support Assistants.

MAIN TASKS & RESPONSIBILITIES:

1. In common with all other staff:

- 1.1. To support the College's mission, vision & strategic objectives.
- 1.2. To implement the College's equal opportunities policies working actively to overcome discrimination on grounds of race, sex, disability, sexuality, age or status.
- 1.3. To participate in continuing professional development.
- 1.4. To implement the College's health & safety policies & practices.

2. In common with all support staff:

- 2.1. Participate in College-wide projects & tasks.
- 2.2. To work collaboratively to meet the specific needs of workload peaks.

- 2.3. Such other duties of a similar nature commensurate with the grade as may be required from time to time. This may, on occasion, require work in other locations/sites of the College, & work outside of regular daytime hours.

3. In common with all Inclusive Learning staff

- 3.1. As part of the Inclusive Learning Team, take part in College development projects.
- 3.2. Attend & contribute to team meetings & briefings.
- 3.3. Consult & feedback to colleagues & students as necessary, passing on appropriate information to other team members.
- 3.4. Other duties as reasonably required by the Head of Inclusion.
- 3.5. Participate in the annual cycle of performance management, professional development, service area operating and review processes, and college quality improvement planning.

Duties & Responsibilities

- Support interviews for deaf learners, with new and existing students to determine support needs.
- Create individual support plans, that are not covered by provision maps and coordinate these to vocational and academic teams.
- In-class support to include, break and lunchtime support.
- Out of class support which includes support plan reviews on a termly basis with individual learners.
- To liaise with the transition team regarding new students and support this process.
- Other contact as required and determined by the LSA Manager and / or Head of Inclusion.
- To undertake interpreter bookings, relevant to experience and skill set, as required through the Deaf Access service, within the college and externally, including completing documentation to meet invoice requirements.
- To attend and deliver relevant deaf awareness training events and meetings, as required.
- To review and publicise the deaf provision at the college, along with the TOD and SENCo.
- To maintain and develop interpreting skills, knowledge and experience.
- To work with a variety of curriculum teams to assist with the support of deaf learners.
- To interview deaf learners with their parent/guardian to determine individual support requirements and reasonable adjustments with the Inclusion team.
- To provide deaf learners with interpreting and learners with classroom support for those who have learning difficulties and or disabilities in the Entry Level provision and within ALS in and out of class where required.
- To line manage a team of Communication Learning Support Assistants (CLSAs) and Learning Support Assistants (LSAs); dealing with day to day issues and concerns; timetabling; reporting sickness/absence and co-ordinating cover; exam cover; completing inductions, performance management and probations as required.
- Performance monitoring (including learning walks, observations and punctuality checks), absence management; ensuring staff comply with record-keeping requirements and maintaining expectations and standards.
- Act as communication professional (CP) and/or oral language modifier (OLM).

- Organisation of CPD training for CLSAs and LSAs with guidance from the TOD and SENCo.
- To liaise with the course teams with regards to specific deaf learners and meet with them at least once a term to discuss learner requirements and work with the TOD and SENCo to ensure appropriate support plans are in place that is beneficial to deaf learners on their study programme.
- To be responsible for deaf specialism within the Learning Support Area.
- To deliver enrichment cross college for British Sign Language (BSL).
- To gather information for audit purposes relating to deaf learners, keep accurate records and undertake other administrative duties as appropriate.
- To cover (CLSA) and (LSA) sickness and absence where necessary.
- To support CLSAs in ensuring that deaf learners are fully integrated into the learning process and college life and demonstrate best practice.
- To attend and contribute (as required) to learning support / departmental meetings.
- To provide specific care to learners, where appropriate; for example, assistance with personal care and mobility and administration of medication if required by specific learners (full training will be given).
- To undertake training deemed appropriate for the post and update skills as and when required.
- To maintain the health and safety of learners and colleagues in the college by assisting in maintaining a clean and tidy environment and reporting any hazards that cannot be dealt with to your line manager.
- To support the College's Equal Opportunities policies.
- To undertake other duties in keeping with the role of a Support Co-ordinator.
- To support and monitor the 'standards and expectations' of the CLSAs/LSAs that are managed by the co-ordinator.

Safeguarding

Shooters Hill Sixth Form College is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. It is a condition of employment that all staff are trained to an appropriate level to meet their safeguarding responsibilities. Appointment to this post is subject to an enhanced Disclosure and Barring Check (DBS) and background checks.

Review

This is a description of the job as it is presently constituted. It is normal practice to review periodically job descriptions to ensure that they are relevant to the job currently being performed, and to incorporate any changes which have occurred or are being proposed. The review process is carried out jointly by manager and employee and you are therefore expected to participate fully in such discussions. In all cases, it is our aim to reach agreement to reasonable changes, but where it is not possible to reach agreement, we reserve the right to make reasonable changes to your job description which are commensurate with your grade after consultation with you.

PERSON SPECIFICATION

POST TITLE: Support Co-ordinator (CLSA)

N°	Criteria & Requirements	Method of Assessment	Short listing Criteria
1	Significant experience of working closely with individuals who experience a wide range of special educational needs and/or disabilities.	Application Form & Interview	YES
2	Experience of managing a complex workload with a flexible and responsive approach, prioritising and identify issues that may require actions by others.	Application Form & Interview	YES
3	Practical experience of providing a high-quality customer support service in a sensitive environment	Application Form & Interview	
4	A level 3 qualification or above (i.e. A-Levels, BTEC National, GNVQ Advanced)	Application Form & Certification	YES
5	Level 3 British Sign Language as a minimum	Application Form, Interview & Certification	YES
6	Ability to lead and develop a team of staff in providing services to a vulnerable client group.	Application Form & Interview	YES
7	An effective working knowledge of legislation and requirements relating to disability/SEN/ access/inclusion including the Equality Act, the SEN Code of Practice and reviews of SEN statements/EHC Plans	Application Form & Interview	
8	An effective working knowledge of the Microsoft Office Suite of Applications in a practical administrative environment.	Application Form	YES
9	Ability to empathise with young adults who experience a wide range of special education needs and place the student at the centre of the learning process.	Application Form & Interview	
10	Ability to work flexibly as a member of a management team and to forge excellent working relationships	Application Form & Interview	YES

11	Ability to handle stressful situations calmly and assertively, yet with empathy, particularly in contact with vulnerable students and their parent/carers	Application Form & Interview	YES
12	Understanding of and commitment to the promotion of equality, diversity, inclusion, safeguarding and the health and wellbeing of young people and vulnerable adults.	Application Form & Interview	YES
13	Willingness to undertake on the job training and to attend relevant staff development programmes	Application Form	YES