



JOB DESCRIPTION

POST TITLE: RESIDENTIAL SPECIALIST PRACTITIONER
(MATERNITY COVER)
POST NUMBER: WREQ2040
GRADE: LECTURER SCALE

JOB PURPOSE

As the Specialist Practitioner, you will be working as part of a team developing and delivering high-quality individualised programmes of support to learners on a one-to-one basis and / or in small groups with a focus of progressing into employment. In addition, you will be working within our Residential Training Academy for students on the Autism Spectrum and you will be developing individualised learning programmes, in partnership with local employers.

As the post-holder, you will need specialised knowledge of one or more of the following:

- Autism Spectrum.
- Specific Learning Difficulties.
- ADHD / ADD.
- Profound and Complex Learning Disabilities.
- Positive Behaviour Management.
- Mental Health.
- Sensory Impairments.
- Assistive Technologies.
- Deaf and / or Hard of Hearing.
- Speech and Language Therapy.

KEY TASKS / DUTIES

As post-holder, you will be responsible to the Residential Co-ordinator, the Strategic Leads, and ultimately to the Head of Faculty, for the following:

- Delivering the Specialist Support Model of Inclusive Practice and implementing the SEND Code of Practice.

JOB DESCRIPTION

- Planning and reviewing individual programmes of support, ensuring all aspects of provisions and support specified within a student's Education Health and Care Plan is in place and that the progress is effectively tracked and monitored.
- Closely liaising with the EHCP Co-ordinator, ensuring a seamless process of EHCP application, producing the necessary documentation, and ensuring that the statutory requirements are in place.
- Carrying out high-quality Initial Needs Assessments, along with other appropriate assessments, to establish support needs and effectively tracking this progress leading to successful outcomes.
- Arranging and delivering individualised Employability and 'Into Work' programmes.
- Planning, delivering, and reviewing high-quality specialist support programmes, enabling students to achieve their goals, assisting in the development of strategies to work with individuals and / or small groups, and informing course teams.
- Ensuring the delivery of high-quality provisions, supporting the learners to achieve greater independence and autonomy, especially in the area(s) of independent living skills and / or employability.
- Completing and regularly updating all appropriate documentation required for delivering specialist support that addresses funding and audit requirements.
- Undertaking a range of administrative tasks, ensuring that all appropriate auditable documentation is up-to-date and accurate.
- Planning, arranging, and facilitating learner-centred reviews, including, where appropriate, annual statutory reviews of Education Health and Care Plans to involve all relevant parties.
- Sharing good practice by informing subject and course tutors, teams, and employers about how to make the curriculum and / or workplace accessible for learners with learning difficulties and / or disabilities.

JOB DESCRIPTION

- Advising colleagues and employers, where appropriate, about adapting learning environments to meet the individual needs of learners with Autism.
- Mentoring generic and personal support workers, and other appropriate specialist staff, as appropriate to the role.
- Regularly liaising with Cross-College Co-ordinators, EHCP Co-ordinators, and curriculum staff in all areas and on all sites of the College, ensuring that the support needs of individuals are met.
- Liaising with parents / carers and outside agencies, ensuring that the support needs of individuals are met and, when appropriate, ensuring seamless transitions.
- Contributing to course team meetings to monitor, review, and evaluate learners' progress.
- Contributing to and developing new initiatives to improve the provision for learners.
- Keeping up-to-date with current developments and funding requirements.
- Demonstrating a willingness to adapt and respond to any local and / or national changes in the field of learning difficulties and disabilities, and SEND.

GENERIC TASKS / DUTIES

In addition to the above requirements of the post, all representatives of the academic staff are required to:

- Complete all associated organisation / administrative work, preparation, and marking.
- Deal with immediate student disciplinary and welfare problems.
- Keep and maintain specified student and class records.
- Plan, prepare, develop, and evaluate courses and course materials, and supervise course provision, where appropriate.



JOB DESCRIPTION

- Assist with administration, enrolment, pre-enrolment counselling, and identification of customer requirements.
- Participate in programme / school / college activities as requested, including parents' evenings / open evenings.
- Participate and undertake staff appraisal and in-service training based upon an assessment of individual service needs.
- Meet the requirements of the Health & Safety at Work Act 1974 and the College's Health & Safety Procedures.
- Be prepared to operate on a flexible year as required; representatives of the academic staff will normally be expected to work not more than two evenings per week on average.
- Comply with Information Security requirements, in line with Weston College policy;
- Undertake such other duties as may be reasonably required, commensurate with the grade of the appointment.

HEALTH AND SAFETY

All staff have a duty to maintain the safe and clean conditions of their workplace area and to cooperate with Weston College on matters of health and safety. This will include assisting with risk assessments and carrying out appropriate actions as required. Staff are required to refer to Weston College's Health and Safety Policies in respect to their specific duties and responsibilities.

STAFF DEVELOPMENT

All staff are required to participate fully in Weston College's staff development programmes and have a responsibility to identify their own professional development needs in conjunction with their line manager.

SUPERVISORY RESPONSIBILITY

Generic Support Workers and other specialist staff, as appropriate to the LDD area.



JOB DESCRIPTION

CONDITIONS OF SERVICE

The College standard Contract of Service for Academic Staff applies.

SALARY

Lecturer Scale 1-2: £23,604.00 to £25,110 per annum.

The top point of scale is only accessible after successful completion of a Foundation Degree in Inclusive Practice or by holding a relevant Degree, and by completing specialist intensive in-house training.

HOURS

Hours of attendance: 37 hours per week.

Due to the nature of the post, you may be required to work day, evening, night, and weekend duties on a rota basis, and you may be called upon to undertake on-call duty within the Residential Training Academy.

Annual leave: 281.5 hours per annum, inclusive of statutory bank holidays.

Weston College reserves the right to direct up to 5 days of your annual leave entitlement for efficiency purposes.

SPECIAL NOTES AND CONDITIONS

The particular duties and responsibilities attached to this post may vary from time-to-time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not themselves justify the re-evaluation of the post.

As post-holder, you may be required to move between sites on either a permanent or temporary basis.

As a representative of Weston College, you will be committed to developing your technical skills to enhance learning, including the use of the virtual learning environments and classroom equipment.

Weston College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults, and expects all staff and volunteers to share this commitment.



JOB DESCRIPTION

FACULTY OF INCLUSIVE PRACTICE

The Faculty delivers a wide range of courses aimed at widening participation for groups of people who might not otherwise access opportunities for learning. We are committed to meeting the lifelong learning needs and aspirations of learners through the development of an inclusive and progressive curriculum provision that supports learners in overcoming barriers to learning. We seek to address social exclusion by helping learners to become active citizens with a range of employability skills.

All areas within the Faculty achieve high-levels of retention and achievement, and the OFSTED report in 2013 graded the LDD areas as 'Outstanding'.

The Faculty currently consists of the following divisions:

- Foundation Learning.
- Additional Learning Support.
- HE and External Projects.
- Weston Bay Residential Training Facility.

The Faculty enjoys a high profile within the College and the community. There are strong links with local schools, Education and Health Authorities, Social Service, Bath Spa University, and other organisations.

The Faculty has a commitment to provide all learners opportunities to achieve their full potential by offering individualised programmes and high-levels of additional support, where appropriate.

Learners benefit from well-qualified, experienced, and dedicated staff, we have established an excellent recording for placing students on other Further Education courses, training, and employment.

The success of the Faculty is based on a strong belief in teamwork and a staff commitment to a learner-centred, quality experience.

Sam Mayhew
Head of Faculty

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Five GCSEs at grade C or above (or equivalent), including English and Mathematics. <i>All applicants must be able to provide evidence of a Level 2 Qualification in English and Mathematics, or be willing to undertake the qualification whilst in post.</i>	✓	
Professional Qualification, which is appropriate to the work.	✓	
Relevant successful learning support experience.	✓	
Knowledge and understanding of learning difficulties and disabilities, and how these may affect the way students learn.	✓	
Knowledge and experience of current learning strategies.	✓	
Skills in the development and implementation of individual learning programmes.	✓	
Working knowledge of Additional Learning Support funding.	✓	
LDD Specialism (<i>e.g.</i> , Foundation Degree in LDD or other specialist qualification). <i>All candidates must possess a recognised LDD Specialist Qualification, or be prepared to gain this Qualification within the first two years of service, with the assistance of the College.</i>	✓	
Highly motivated and committed to developing the additional learning support area.	✓	
Excellent organisational and administrative skills.	✓	
Innovative and flexible approach to the delivery additional learning support.	✓	
Excellent interpersonal skills and the ability to work as a team.	✓	
Willingness to undertake the College Minibus Drivers Assessment.		✓