

**Accountable to:** Class Teacher

**Direct Reports:** N/A

**Salary:** Aligned to Seashell Trust job evaluation

**Disclosure level:** Enhanced (Child and Adult barred list check) for contact roles or roles in regulated activity

**Budget Accountability:** N/A

**Is this role covered by a Collective agreement:** No

### Job Summary

- To work as part of a team to support the teaching and learning activities and entitlement of all learners who have severe and complex educational needs.
- The role will be assigned flexibly to support the class teacher in preparing individual programmes and learning materials appropriate to the needs of the learners.
- Provide individual support and personal care (as required) to support the learners in their daily activities whilst at college/school

### About Seashell Trust

Originally founded in 1823, Seashell Trust is a nationally recognised and registered charity based in Cheadle Hulme, Stockport operating under the aegis of the patronage of Her Majesty the Queen. The Trust consists of the Royal School Manchester (RSM), Royal College Manchester (RCM), care homes, outreach, health and family services.

The Trust specialises in providing integrated education and care for children and young people with the most complex neuro-disabilities, including children with a combination of deafness, blindness, autism and attendant profound physical and multiple learning disabilities and /or difficulties (PMLD), collectively often described as a “high needs” or “complex needs”.

All of the children and young people have significant neurological problems and critically, all of them have limited or even no ability to communicate independently.

Our vision is for the children and young people in our care to be safe, happy and to achieve the best possible best outcomes so that they are valued and valuable members of their communities.

A specialist staff team of over 500 people form ‘Team Seashell’ and include speech and language therapists, audiologists, physiotherapists, teachers, swimming instructors and residential care workers, who educate, care and support our day and residential students.

**Our pledge  
and values**

Seashell helps children and young people with very complex needs, and their families, live their best lives.



In 2016, the Trust completed a new build programme, providing 17 new houses in a village setting on site for residential students or for those requiring a short break package. These homes are specifically adapted for children and young adults with a range of disabilities, and provide a pleasant living environment in a community setting. They enable residents to develop their independence skills as well as share homes, often with peers from the school or college. The homes support residents' transition to adulthood as they enjoy opportunities to become independent and learn valuable, life-long skills.

In April 2020, Seashell Trust was granted planning consent to develop our new school and campus, with some adaptations to college building, new sport facilities, training and early years assessment centre.

## **Seashell Trust Strategic Priorities: through our people we will...**

### **1. Help children and young people to live their best lives**

Help children and young people with the most profound and complex needs, and their families, to live their best lives and be happy and valued members of their communities.

### **2. Provide high quality education and care**

Provide high-quality, coordinated, and seamless specialist education, care, communication skills, therapy and early intervention services for students from across the UK.

### **3. Be an employer of choice**

Be an employer of choice, engage with and value our team and forge strong links with partners and sector leaders to develop the range of specialist services, provision, training and training facilities offered by Seashell.

### **4. Lead good practice and innovation**

Establish Seashell its School, College and campus as a regional, national and international centre of excellence for children and young people with very special needs.

### **5. Focus on wellbeing, sport and recreation and bonds with local communities**

Place inclusive wellbeing, sport, and recreation at the heart of our work, with a regional and national centre for student and community use.

### **6. Deliver strong management and leadership**

Underpin the work of the Trust with robust financial practices, safeguarding of our children and young people, good governance and a supportive approach to our colleagues

## Main Duties

- To support the teacher in the management, planning, delivery and assessment of curriculum (and waking hour's curriculum) programmes for all learners including support to groups and individuals in the delivery of these programmes.
- To be a key worker for one or more learners in the class/group facilitating the documentation of assessment/progress and maintaining communication information between school/ college/residence and school/ college/home.
- To assist the teacher with planning and preparation of resources and programmes including differentiation for the individual needs of learners in the class/group.
- To actively support all students in the full range of curriculum activities across the college/school.
- To carry out evaluation of progress and electronically record attainment against learners targets.
- To read, understand and acknowledge, input and implement the following information for the students/groups that you support:
  - Individual Education Plans/ Individual Learning Plans
  - Behaviour Support Plan
  - Care Plan
  - short and medium term planning for the class/tutor group
- To follow communication programmes and to develop the communication skills necessary for individual learners.
- To support the personal care of all learners.
- To support the complex health needs of learners
- To work with students with autism, multi-sensory impairments, physical disabilities, severe learning difficulties and those with non-verbal communication needs to enhance their communication skills, social skills, ability to think flexibly and to problem-solve.
- To respond to and manage students challenging behaviour, this may include directly implementing agreed physical interventions and/or supporting work colleagues as necessary.
- To work collaboratively with a range of support services and departments to:
  - Implement physiotherapy, occupational therapy, speech and language therapy and audiology programmes as required.
  - Professional liaison between education/residences and school/college and home to ensure consistent management and support of individual learners.
  - Attend multi-disciplinary meetings around the learner (TASTE)

## Additional Duties

To undertake any reasonable additional duties which you may be required to be undertake as requested by your line manager.

## Equality, Diversity and Inclusion

To support all service users to develop skills that enable them to prepare for transition, participate in further education, supported employment and to live in households where they are supported to manage their income effectively.

To adhere to the Charity's policies and procedures on Equal Opportunities and Diversity.

## **Safeguarding**

To demonstrate commitment to, and adhere to the Charity's policies and procedures for safeguarding and promoting the welfare of children, young people and vulnerable adults.

All contact positions will be subject to an Enhanced Disclosure via the Disclosure and Barring Service (DBS) all employees are required to register and maintain an online update service DBS subscription.

## **Health and Safety**

All employees must be aware of the responsibilities placed on them under the Health and Safety at Work Act (1974) and must follow these in full at all times, including ensuring that they act in line with all agreed procedures at all times in order to maintain a safe environment for students, colleagues and visitors.

Infection prevention and control is everyone's responsibility all staff are required to adhere to the Trusts Infection Control Policy.

All offers of employment are subject to receipt of satisfactory medical information on our Medical Questionnaire and a satisfactory health assessment. The Trust requires certain information before employees start employment, to ensure that they will be able to perform the requirements of the job and give reliable service, and to ensure compliance with relevant Health and Safety regulations. The information is also required in order to establish whether any reasonable adjustments may need to be made to assist employees in performing their duties, in accordance with the Equality Act 2010.

All employees have a responsibility to keep their line manager fully informed of any health related issues that may affect them undertaking their day to day role.

## **Policies and Procedures**

All staff are required to undertake an induction and familiarise themselves with the Trusts policies and procedures which can be found on our SharePoint page. You may be signposted to policies and procedures throughout the duration of your employment for example through probation period and subsequently in your supervisions which will be held on a regular basis with your line manager.

## **Confidentiality and Data Protection**

All staff must maintain confidentiality of information about students and staff and meet the needs of the General Data Protection Regulation 2018 (GDPR) at all times. Staff must follow the Trusts Policies and Procedures in this area. Any confidential information gain by a member of staff in their role must not be communicated to other persons except where required in the recognised course of duty.

## **Right of the Child**

To adhere to the guiding principles of the Convention of the Rights for the Child which include non-discrimination; adherence to the best interests of the child; the right to life, survival and development; and the right to participate.

Person Specification		
	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> <li>• GCSE A-C in English and Maths (or equivalent)</li> <li>• British Sign Language Stage 1 or commitment to complete this qualification</li> <li>• Level 2 IT qualification or commitment to complete this qualification</li> <li>• Teaching Assistant Diploma/equivalent or commitment to complete this qualification</li> <li>• Commitment to complete BILD approved Behavior Management training and refresher courses provided by Seashell Trust</li> </ul>	
Experience	<ul style="list-style-type: none"> <li>• Experience of working with children and young people with multi-sensory impairments and/or complex with learning difficulties and disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with and managing students who present with challenging behaviour</li> <li>• Experience working with young adults with complex health needs</li> </ul>
Skills and knowledge	<ul style="list-style-type: none"> <li>• Ability and commitment to work as part of a supportive and cohesive team</li> <li>• Ability to contribute, follow and evaluate educational programmes set by the teacher</li> <li>• Good written and verbal communication skills, ability to write and maintain reports and student</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of communication strategies for nonverbal learners</li> <li>• Experience / awareness of Person Centred Thinking and its application to support learners</li> <li>•</li> </ul>

	<p>notes and communicate effectively with parents/carers/other professionals</p> <ul style="list-style-type: none"> <li>• Ability to work as part of a multi-disciplinary team</li> <li>• Able to listen and act on instructions</li> <li>• Ability to prioritise and organise day to day workload</li> <li>• Ability to organise, support and co-ordinate group or individual activities</li> </ul>	
Personal Qualities	<ul style="list-style-type: none"> <li>• Good time keeping</li> <li>• Flexible approach to work</li> <li>• Ability to remain calm under pressure in order to maintain low arousal approach and environment for students</li> </ul>	

Signed by post holder..... Date.....