

# JOB DESCRIPTION

**POST TITLE:** SPECIALIST PRACTITIONER – AUTISM  
(FULL & PART-TIME ROLES AVAILABLE;  
TERM-TIME ONLY)

**POST NUMBER:** WREQ2039

**GRADE:** HAY 9 SCALE

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## **JOB CONTEXT**

The Specialist Learning Support Provision at Weston College leads the field and is pro-active in informing the sector, sharing good practice and developing inclusive provision for all learners. This specialist support provision is extended across all the teaching campuses at Weston College including Knightstone, South West Skills, Loxton, HALC and Weston Bay - the college's residential training centre.

Our aim is to provide high quality specialist programmes which support learners to understand how their barriers impact on their learning and how they can work with specialist support teams to access a curriculum which addresses their individual needs, aspirations and vocational focus through empowerment.

## **JOB PURPOSE**

The person appointed will be required to work as part of a team planning and delivering high quality innovative individualised programmes of support for learners with SEND on Programmes of study across the college. This specialist support programmes provided will be delivered on a 1:1 basis and/or with small groups, empowering learner's independence, setting high expectations and creating a culture that enables learners with SEND to excel.

The crucial aspect of the role will include working in collaboration with the teaching teams to identify how the programmes of study are made accessible for learners with SEND, tailored to their individual needs ensuring seamless transitions between courses, schools, colleges and other outside agencies.

Appointees will be required to have specialised knowledge and experience in a specific area of SEND.

## **KEY RESPONSIBILITIES**

The post-holder will be responsible to an identified line manager, Learning Support Manager and ultimately to the Head of Faculty for the following:

- Proactive and innovative approach that motivates and challenges learners with SEND through the delivery of ambitious programmes that contributes to the whole college approach to inclusive practice;

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- Complete high quality Initial Needs Assessments along with other appropriate assessments to establish individual needs and the development of individualised programmes of support;
- Plan, assess and review specialist individualised programmes of support that ensures autonomous behaviours and transferable skills are developed;
- Highly effective and proactive collaboration with teaching teams, employers and external agencies to share best practice, adapting learning environments through identifying the necessary differentiation and advising on individualised strategies to ensure the curriculum, learning environment or work place is accessible;
- Efficiently and effectively track and monitor learners progress to ensure this is sustainable and meets their identified outcomes;
- Close liaison with the Learning Support Manager to support and contribute to the process of applying for an EHCP, completing the necessary documentation and ensuring the statutory requirements are in place and the SEND Code of Practice is adhered too;
- Contribute to the delivery of high quality transition programmes that ensures a seamless process internally and externally to the college;
- Supporting and mentoring support workers to implement appropriate strategies and learning targets as part of learners individualised support plans;
- Completion of and regular update of all appropriate documentation required for delivering specialist support that addresses funding and audit requirements;
- Close liaison with parents/carers and outside agencies in order to ensure the support needs of individuals are met and when appropriate to ensure seamless transitions;
- Contributing to course team meetings to monitor, review and evaluate the learners' progress;
- Contributing to and developing new initiatives to improve provision for learners;
- To keep up-to-date with current developments and funding requirements;
- A willingness to adapt and respond to any local or national changes in the field of learning difficulties and disabilities and SEND.

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## GENERIC DUTIES

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

- To complete all associated organisation/administrative work, preparation and marking;
- To deal with immediate learner disciplinary and welfare problems;
- To keep and maintain specified learner and class records;
- To place, prepare, develop and evaluate courses and course materials, and where appropriate supervise course provision;
- To assist with administration, enrolment, pre-enrolment counselling and identification of customer requirements;
- To participate in Programme/School/College activities as requested, including parents' evenings/Open Evenings.
- To participate and undertake Staff Appraisal and in-service training based on an assessment of individual service needs;
- To meet the requirements of the Health & Safety at Work Act 1974 and the College's Health & Safety Procedures;
- To be prepared to operate on a flexible year as required; members of the academic staff will normally be expected to work not more than two evenings per week on average;
- To undertake such other duties as may be reasonably required commensurate with the grade of the appointment;
- Comply with Information Security requirements, in line with Weston College policy;
- To carry out other such duties as are required and as are commensurate with the grade of post.

## SUPERVISORY RESPONSIBILITY

Support Worker staff as appropriate to SEND Area.

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## HEALTH AND SAFETY

All members of 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.

## CONDITIONS OF SERVICE

The College standard Contract of Service for Support staff applies.

## SALARY

Hay 09 Scale, Points 22-26:        £17,574.19 – £19,907.57 per annum (actual, pro-rata for part-time).

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 completing specialist intensive in-house training.

## HOURS

Hours of attendance:                    37 hours per week (term-time only, pro rata).

## SPECIAL NOTES AND CONDITIONS

The post is term-time only (38 weeks – academic year), working 37 hours per week (pro-rata for part-time). Holidays must therefore, be taken outside the terms of the academic year. The post holder may, on occasions, be required to work irregular hours.

As a member of Weston College you will be committed to developing your skills in using technology to enhance learning, including use of the virtual learning environment 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.***

# PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Five GCSEs at Grade C or above (or equivalent), including English Language and Mathematics. <i>All applicants must be able to provide evidence of a Level 2 Qualification in Mathematics and English Language or be willing to undertake the qualification whilst in post.</i>	✓	
A professional qualification that 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 learners 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 e.g. Foundation Degree in LDD or other specialist qualification. <i>All candidates must possess a recognised LDD specialist qualification or be prepared to gain (with the assistance of the College) a qualification within the first two years of service.</i>	✓	
Highly motivated and committed to developing the 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.	✓	
A willingness to undertake the college minibuss driver's assessment.		✓



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## FACULTY OF INCLUSIVE PRACTICE

The Faculty delivers a wide range of courses aimed at widening participation particularly 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 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 College and other organisations.

The Faculty has a commitment to providing 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 learners 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**