

## Role profile description

<b>Date</b>	August 2020
<b>Family</b>	Teaching & Learning Support
<b>Role profile level number</b>	40A
<b>Purpose</b>	
To provide specialist advice on developing capacity of individual and groups and review the effectiveness of programmes and activities.	
<b>Role accountability</b>	<b>End result</b>
<b>Planning</b>	
Produce development plans that are tailored to the needs of individuals or groups.	<ul style="list-style-type: none"> <li>• A programme of learning and development is delivered within a theme, group or individual</li> </ul>
Formulate and design development programmes that reflect the needs of individuals and groups.	<ul style="list-style-type: none"> <li>• The requirements of individuals or groups are met in the available programmes</li> <li>• Well planned sessions achieved</li> <li>• Student achieve their full potential</li> </ul>
<b>Delivery</b>	
May be required to deliver programmes and advice	<ul style="list-style-type: none"> <li>• Programs and advice delivered in line with school/college processes and procedures.</li> </ul>
Implement programmes/activities.	<ul style="list-style-type: none"> <li>• Programmes are delivered to the required standards and timescale.</li> <li>• Meet awarding body regulations as appropriate</li> </ul>

## Co-ordination

Co-ordinate with partners to ensure that delivery fits with other disciplines and existing provisions.

- The optimum benefit and efficiencies are achieved from the available resources
- Student centred approach is delivered and maintained

## Monitoring and assessment

Monitor and verify programmes to identify their effectiveness.

Evidence the use of appropriate assessments methodology

Participate in internal and external verifications

- Standards are maintained and improved
- Accreditation maintained
- Actions are taken to correct deficiencies
- Learning progression is evidenced
- Verifications processes are meeting college/school procedures and regulations

## Communication

Report on students circumstances in accordance with relevant standards.

- Current information about students is up to date
- The relevant professional is informed
- Maintenance of students health and safety
- Referrals to other services/professionals are made as appropriate

## Risk management/health and safety

Act as a key point of contact and provide initial judgement as a result of assessment for students and providers.

- Provision of an immediate deployment of assistance to students
- Determine any risk and/or hazards that exist or that may develop

<p>Identify and act on safeguarding/risk issues in accordance with procedures.</p> <p>May deliver risk management training to other employees across the Trust</p>	<ul style="list-style-type: none"> <li>• Escalate case or follow standard procedures including safeguarding to reduce immediate risk</li> <li>• Reduction in risk to health and safety of staff and students</li> </ul>
<b>Professional practice</b>	
<p>Contributing to quality improvements to the service as appropriate.</p> <p>Responsible for the effective implementation of components of quality improvements</p>	<ul style="list-style-type: none"> <li>• Continuous improvement and innovation</li> <li>• Delivery of provision based on evidence based practice</li> <li>• Effective analysis and use of data and resources</li> </ul>
<b>Nature of contacts and relationship (who and the nature of the communications)</b>	
<ul style="list-style-type: none"> <li>• Working in partnership with community and voluntary groups, internal and external partners and potential contact with governors to provide advice and information for a specific service</li> <li>• Working in partnership with learners including children, parents/caregivers and vulnerable adults in areas of activity which are closely defined by policy procedure and working practice</li> <li>• Work in partnership with internal and external colleagues and other professionals sharing and co-ordinate resources and professional practice.</li> </ul>	
<b>Working environment context (disruption, physical, disagreeable, health and safety aspects)</b>	
<ul style="list-style-type: none"> <li>• Primarily in Together Trust premises and may be required to work with challenging or complex groups</li> <li>• May be required to work off site</li> <li>• May be a lone worker</li> <li>• May involve working in specialist physical environment (e.g.: hydro pool, rebound room)</li> </ul>	

### **Procedural context (creativity, discretion and impact)**

- Designing and using specialist judgement to tailor programmes that best meet the needs of individuals or groups
- Organising own work and co-ordinating work of others

### **Planning requirement**

- Contribute to annual business/improvement plans

### **Key facts and figure ranges (include likely size of any team managed)**

- May monitor programme budget
- Maintain resourcing in own working environment to agreed standards

### **Skills, knowledge and qualifications**

- Qualified and experienced in the relevant work area
- Teaching qualification and relevant subject qualification
- Continuous professional development plan is maintained in line with relevant professional standards

### **Equipment operated and essential skills**

- ICT competent and in key software packages
- Specialist equipment as appropriate (e.g.: for moving and handling, communication of sensory strategies)

# Role profile specific behaviours

Introduction
Our behaviours framework describes the actions we believe are at the heart of bringing our values to life at Together Trust. They explain how we should approach our behaviours at work. This is a generic framework designed to introduce the concept of behavioural competencies in a flexible format in the first instance. The behaviours are split into several levels to reflect the different expectations we should have of ourselves and colleagues whatever their role in the organisation.
Positive: We take pride in celebrating the difference we make
<b>Purpose:</b> Taking a positive approach which delivers high quality people focused service
<ul style="list-style-type: none"> <li>• I build a shared vision and communicate it effectively to allow teams to work well together</li> <li>• I give and seek constructive feedback proactively and recognise great performance across services, using reward to celebrate and motivate individuals and teams</li> <li>• I use coaching skills to ensure that all staff are able to deliver confidently and to the best of their ability.</li> <li>• I take action to improve quality and positivity across the Trust</li> </ul>
Professional: We act in a fair and respectable way that recognises our collective expertise
<b>Purpose:</b> Taking a professional approach; building trust, working in partnership, and having a strong focus on delivering the best outcomes for all
<ul style="list-style-type: none"> <li>• I role model values and standards, giving constructive feedback to others when their actions are not in line</li> <li>• I proactively identify key stakeholders' changing requirements</li> <li>• I facilitate effective working between teams to deliver results, recognising the expertise and knowledge of others</li> <li>• I understand people's expertise, strengths and weaknesses and develop them to meet Trust goals</li> </ul>

<b>Passionate:</b> <b>We encourage creative ideas and inspire one another</b>
<b>Purpose:</b> Being passionate about continuous improvement in the Trust; bringing new and imaginative ideas, taking calculated risks, and learning from experience
<ul style="list-style-type: none"> <li>• I seek best practice inside and outside of the Trust to benchmark and improve processes</li> <li>• I give permission to others to think differently and challenge the status quo</li> <li>• I prepare people and the organisation for major change initiatives</li> <li>• I role model good leadership to inspire great performance</li> </ul>
<b>Supportive:</b> <b>We are considerate and caring towards one another</b>
<b>Purpose:</b> Working in a supportive way with others in the pursuit of collective goals, and valuing diversity in the workplace.
<ul style="list-style-type: none"> <li>• I take time to know my own team as individuals as well as understanding other departments and services</li> <li>• I understand my personal impact and know when it is appropriate to amend my behaviour</li> <li>• I show empathy in my interactions with others</li> <li>• I empower, encourage and enable people to make them feel that they matter</li> </ul>