

**JOB DESCRIPTION**

<b>CAREER FRAMEWORK</b>	<b>ILS</b>
<b>JOB TITLE</b>	<b>Student Support Assistant – Springfield and Supported Learning</b>
<b>LEVEL</b>	<b>1</b>
<b>REPORTING TO</b>	<b>Head of Department /Coordinator</b>

**SUMMARY OF POST**

To provide academic and holistic support to young adults (aged 16-24), all of whom have disabilities, learning difficulties, and complex support requirements. Some students may present with complex behaviour(s). Further detail below.

**Springfield** and **Supported Learning** are two separate provisions for students with additional needs within Oaklands College, a large mixed mainstream further education college.

Whilst the role within both departments have broadly similar key responsibilities (please see below), the student groups do present with differing needs. Some of the key differences are as follows:

<b>SPRINGFIELD</b>	<b>SUPPORTED LEARNING</b>
<ul style="list-style-type: none"> <li>• All students have 1:1 support at all times</li> <li>• Students are working at, or towards, pre-entry milestones.</li> <li>• Students may present with more complex behavioural or medical needs (in comparison to Supported Learning). Staff may be responsible for administering medication and carrying it on behalf of the student(s).</li> <li>• Students may present with a high degree of personal care need. Many students are non-ambulant and/or non-verbal and benefit from a sensory/intensive interaction based programme of learning.</li> <li>• Students may be grouped according to their diagnosis or support needs (for example, within the Focus classes, where all students have a diagnosis of autism)</li> <li>• Students are working towards very differentiated, specific targets, based on their own needs, with a view to increased independence (including work and voluntary placements) in the future where this is a realistic outcome.</li> <li>• Students may present with a higher degree of difficult or challenging behaviours on occasion.</li> </ul>	<ul style="list-style-type: none"> <li>• 65% of students have 1:1 support; others have a lower level of support.</li> <li>• Students are working at or towards entry levels 1, 2, and 3.</li> <li>• Students are working towards targets based around living and working more independently in the future.</li> <li>• Students may undertake accredited qualifications in mathematics, literacy, ICT, art, and life skills.</li> <li>• Students may not be grouped according to their diagnosis or support needs. Instead, students may be grouped according to their working academic level (for example, a class of students whom are all working at entry level two) so that they can support each other with group tasks.</li> <li>• Some students may present with a high degree of difficult behaviour(s) on occasion</li> </ul>

**NOTE TO APPLICANTS:** We have a robust training package and a proven system of providing effective support to students with difficult or challenging behaviours.

**KEY RESPONSIBILITIES OF THIS POST**

#### **ACADEMIC “CLASSROOM BASED” RESPONSIBILITIES**

- To ensure that students are actively working towards SMART\* targets, derived from outcomes stated on their EHCP\*\*, working with the session tutor to ensure that these targets are relevant and meaningful to the individual
- To work with the tutor to ensure that notes and observation comments relating to individual students are correctly stored on college monitoring software
- To contribute to the EHCP\*\* review process, providing evidence of progress towards targets and outcomes
- To work with the session tutors to devise new targets as required
- To work with the personal tutor to ensure that student risk assessments are current, reflecting the current presentation of the young person, and to ensure that guidance/direction on these risk assessments are followed at all times
- To lead activities on an informal basis in the event that the session tutor is called away temporarily
- To support students with speech and language difficulties with their daily communication needs, working in conjunction with the speech and language therapy team
- To develop an effective working relationship with the students, demonstrating an understanding of their specific needs, considering them as a unique individual at all times
- To work effectively with your Student Support Assistant colleagues, ensuring that approaches used are consistent throughout the day
- To support the tutors with the preparation, upkeep and organisation of resources.
- To communicate on a daily basis with the class tutor(s) to ensure that concepts and information are presented clearly, and that any student related issues are identified.
- To support students with complex behaviours in self-managing their own behaviour whilst in class
- To work with the tutors to assess potential Oaklands College students within our classes, and to contribute towards these assessment reports and funding applications
- Assist students in all classroom based activities e.g. worksheets, cookery sessions, art sessions, numeracy and literacy, music activities
- Assist students working on practical tasks.

#### **HOLISTIC, “OUT OF CLASS” RESPONSIBILITIES**

- To work under the supervision and direction of the nursing team in order to administer medication and support a named individual in managing their own medical needs (if applicable)
- To support the class tutor in ensuring that students with mobility difficulties are supported effectively when moving around the site or when off-campus. This may include pushing wheelchairs for non-ambulant students.
- To demonstrate an effective working knowledge of, and to follow, the safeguarding policy at all times: ensuring vigilance throughout the working day, and passing on any concerns to the relevant person in a timely manner
- To support students in developing independent living skills in the community (such as road safety skills, functional use of money, safe use of community facilities)
- To support students with their personal care needs; this can range from full changing/hoisting for wheelchair users, through to prompting students to wash their hands, depending on the needs of the individual
- To support the delivery of therapeutic programmes; physio, daily exercise routines (if required by the individual concerned)
- To undertake specialist medical training if required, depending on the needs of the cohort
- To liaise with parents and carers in person, on the telephone, or via a home to college diary, ensuring any relevant information is passed on to your colleagues
- To represent the college in a professional manner when supporting students in the wider community
- To support students with complex behaviours in working towards reducing occurrence of these behaviours and developing an ability to “self-regulate” their own emotional state
- To demonstrate compassion and empathy at all times if students come to you with a concern, and to seek advice from your colleagues if you are unsure how to resolve a situation
- To attend class and team meetings on a weekly basis
- To attend and complete any training offered to you as part of your role

- To complete all online training modules as part of your induction period (first six months of post)

It is also expected that you demonstrate an awareness of, and follow, all college policies and procedures. Particular attention should be paid to health and safety, safeguarding, risk management, equality and diversity, quality and our values and behaviours. You will be required to update your own CPD (continuing professional development) record as appropriate.

\*Specific, Measurable, Achievable, Realistic, Time-based

\*\*Education, Health and Care Plan

#### RECRUITMENT CRITERIA

ESSENTIAL	DESIRABLE
Ability to work effectively as part of a large team	Experience of working with adults with disabilities and or/learning difficulties
Ability to present concepts and information clearly, and appropriately, to meet the needs of individual students	Experience of working in an educational/rehabilitation context (schools, prison services, voluntary/charitable organisations)
Ability to use own initiative and work with minimum supervision	NVQ or equivalent qualification in support work/SEN/disability awareness or similar
Good standard of general education	
Strong verbal and written communication skills	

#### ESTABLISHED

Completion of probationary period

1 years' experience in job role

Completed Manual handling, Health and Safety training and one further CPD activity specific to the area of expertise.

#### EXPERIENCED AND QUALIFIED

Level 2 qualification in IT or college equivalent

3 years' experience in the role

Evidence of developing resources for students

#### DEVELOPMENT STAGE

To demonstrate College Values and Behaviours