



JOB DESCRIPTION

POST TITLE: RESIDENTIAL SPECIALIST PRACTITIONER
(MATERNITY COVER)
POST NUMBER: WREQ3152
GRADE: LECTURER SCALE

JOB CONTEXT

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

Our aim is to provide specialist programmes which support learners to understand how their autism may 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.

JOB PURPOSE

The person appointed will be required to work as part of a team within the Specialist Autism Provision based within Weston Bay, developing and delivering high quality individualised programmes of specialist support to learners on the Autism Spectrum on a 1:1 basis and/or to small groups. The post holder will also contribute to the delivery of group courses, staff training and awareness events.

They will also be working collaboratively with external partners and the cross-college staff to ensure seamless transitions between courses, schools, colleges and partner organisations to ensure a high quality provision. An understanding, working knowledge and previous experience of working with learners on the Autism Spectrum is crucial.

As part of the autism team you will be required to work flexible working hours which include day, evening, night and weekend duties on a rota basis and may be called upon to undertake on call duty.

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KEY TASKS / DUTIES

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

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

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- 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.
- 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.

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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.
- 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.



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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.

CONDITIONS OF SERVICE

The College standard Contract of Service for Academic Staff applies.

SALARY

Lecturer Scale 1-2: £23,960.00 to £25,488.00 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: Full-time, 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 and company closure.

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



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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.

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 experience of working with learners with Autism.	✓	
Experience of dealing with effectively with complex autism situations including crises	✓	
Knowledge and understanding of learning difficulties and disabilities, and how these may affect the way students learn.	✓	
Knowledge of disability legislation, reasonable adjustments, and the learning and teaching context of disability support.	✓	
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.		✓

***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.**

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Faculty of Inclusive Practice

The Faculty of Inclusive Practice encompasses the following areas:

- Foundation Learning, which includes Entry, Level 1, Full and Part time courses for learners with SEND
- Weston Bay Residential Training Facility
- Additional Learning Support
- SEND Training Programmes from level 2 to degree level
- Centre for Excellence in SEND

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, University of West of England and other external 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 are empowered to understand their disability impact, by developing strategies to accommodate their differences and inform others how they learn best as well as developing their understanding of autism. This approach lessens their dependency on others and therefore sustains their future independence.

Learners benefit from highly qualified, experienced and dedicated staff, we have established an excellent record 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.

We hope you feel encouraged to apply and wish you success with your application.

Sam Mayhew
Director – Faculty of Inclusive Practice