



JOB DESCRIPTION

POST TITLE: SUPPORT MENTOR -
AUTISM
GRADE: HAY 10 SCALE

JOB CONTEXT

The provision at Weston College for learners with Special Education Needs and Disabilities (SEND) leads the field and is pro-active in informing the sector, sharing good practice and developing innovative provision for learners.

The specialist provision offers a wide range of inspiring, innovative and high-quality individualised programmes for learners on the autism spectrum. This post will involve working alongside Specialist Practitioners in Autism and teaching teams across the college, supporting and providing effective transition to ensure educational changes are easier for learners on the autism spectrum. We endorse a set of beliefs and values which promote a culture and ethos that acknowledges the importance of an appropriate environment, where individuals can feel safe and welcomed by what the college has to offer.

JOB PURPOSE

To provide personalised support and mentoring for individuals and/or small groups of learners on the autism spectrum. Whereas an understanding of working with learners who have barriers to learning is advantageous for this post, a willingness to engage with in-house training programmes and a strong interest in this area of work is considered more important.

The person appointed will be required to work as part of a team developing and delivering high quality mentoring that empowers independence and develops sustainable skills for future progression. You would be supported by the team and would be expected to engage fully with the day-to-day advice and guidance offered by the team as well as more formal training provided by the college

KEY TASKS AND DUTIES

The person appointed will be part of a strong and dedicated specialist team, responsible to the Lead Practitioners in Autism, Strategic Lead in Autism and ultimately to the Director of SEND for the following:

- To deliver support to learners on the autism spectrum under the guidance of the Autism team of specialist practitioners. This would be on all

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programmes and levels across the college, dependent on learners' learning needs;

- To contribute to developing the college's specialist model of practice, ensuring appropriate and high-quality mentoring and guidance for learners on the autism spectrum;
- To understand the importance of engaging with outside agencies and other professionals such as CAMHS (Children Adolescence Mental Health Service), SCAMP (Social Communication and Autism Multi-professional Pathway), BASS (Bristol Autism Spectrum Service), Social Workers;
- To work on an individual basis with learners both within the college and the wider community under the guidance of Specialist Practitioners and in accordance with their individual learning aspirations;
- To liaise with parents and respect and value their views as they are uniquely placed to advise on their young person and are therefore a valuable resource for the autism team;
- To aid in the production/creation of individualised learner profiles/support plans e.g. Social Communication and Interaction; Independence; Anxiety management; Sensory sensitivities;
- To work collaboratively with curriculum, support workers and specialist teams within the college and to actively contribute to Education, Health and Care Plans (EHCPs);
- To be competent with the use of technology and associated programmes and software and be proficient utilising these with learners;
- To ensure that Health and Safety Regulations and all other policies and procedures in place are complied with at all times;
- To carry out other such duties and undertake all relevant training opportunities as required and as are commensurate with the grade of post.

GENERIC DUTIES

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

- Complete all associated organisation/administrative work;
- Keep and maintain specified records;
- Place, prepare, develop and evaluate courses and course materials;

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- Assist with administration, enrolment, pre-enrolment and identification of customer requirements;
- Participate in Programme/School/College/External activities as requested, including parents' evenings/Open Evenings;
- Participate and undertake Staff Appraisal and in-service training based on 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; members of the academic staff will normally be expected to work not more than two evenings per week on average;
- Undertake such other duties as may be reasonably required commensurate with the grade of the appointment;
- Complying with Information Security requirements, in line with Weston College policy.

HEALTH AND SAFETY

All staff have a duty to maintain the safe and clean conditions of their workplace area and to co-operate 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.

CONTACTS

Appropriate teaching and non-teaching staff throughout the college, but especially within the Faculty of Image and Inclusive Practice. Also, the Local Education Authority, the public, parents/carers, schools and specialist agencies and medical/social welfare where necessary.



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CONDITIONS OF SERVICE

The College standard Contract of Service for Support staff applies.

SALARY

Hay 10 Scale, Points 18-21: £20,104.00 to £22,035.00 per annum.

HOURS

Hours of attendance: 37 hours per week

Annual leave: 281.5 hours per annum, inclusive of statutory bank holidays and company closures.

SPECIAL NOTES OR CONDITIONS

The particular duties and responsibilities attached to the 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.

The post holder may be required to move between sites on either a permanent or temporary basis.

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
Enthusiastic and professional approach to mentoring learners with the varied needs associated with autism spectrum	✓	
A creative and innovative approach to autism spectrum, with an understanding of the barriers of an educational environment	✓	
Relevant successful educational experience and a commitment to Inclusive Practice		✓
Knowledge and Skills in working with people with learning difficulties and/or learning disabilities, challenging behaviour, mental health and barriers to learning	✓	
A willingness to undertake a relevant (or related) qualification in autism spectrum	✓	
Highly Motivated & empathetic to the needs of young people	✓	
A flexible and proactive approach	✓	
Excellent Organisational Skills	✓	
Excellent Interpersonal Skills	✓	
Ability to work as part of a team and on own initiative	✓	
Excellent communication skills and the ability to adapt forms of communication to meet the needs of the learners.	✓	
To undertake appropriate staff training as applicable	✓	
Computer Literacy	✓	



Person Specification

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
- 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, 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
Director of SEND