

Level 3 - Education Support Worker

Job description

Accountable to:	Head of College via Vice Principal
Responsible to:	Education Services Manager (Sense College)
Post:	Education Support Worker
Grade:	Frontline Worker Level 3
	Salary Scale Points 19-22 - £17,188 - £18,943
	Hourly rate £8.81 - £9.71

Context

In this role you will be a level three frontline worker with an educational focus supporting people with a range of hearing and / or sight difficulties within the Sense College. In some services, the people you support will also have complex needs and learning disabilities.

You will be appointed to work in a particular service setting, of which more details will be provided in a one-page service profile. In line with our commitment to support people in the most flexible and person centred way we can, you may be asked to work in different services or settings in the future.

Purpose

The main purpose of your job is to support people to be as involved as possible in every part of their day to day lives so that they can be full and active members of society. You will work closely with learners to achieve the outcomes identified in their Education, Health and Care Plan. You will work within the framework of the Sense I Statements to:



- a) Keep the needs of the people you are supporting at the centre of your attention at all times;
- b) Enable the people you support to influence their programme and the way they are supported;
- c) Help Sense to provide a high quality education service.

Key Responsibilities

1. Promote the values, aims and ethos of the College and Sense both within the teaching and learning context and within the corporate life of the College.
2. Be a role model for positive behaviour and demonstrate the application of college values in everyday work with learners and colleagues.
3. Working as part of an inter-disciplinary team, provide high quality support for learners with a range of disabilities, working patiently and respectfully in accordance with individual learning needs, adopting a total communication approach.
4. Contribute to, and follow, positive behaviour support strategies in place, liaising with appropriate learner support colleagues as directed and attending relevant behaviour training updates as part of continuing professional development (CPD).
5. Contribute to the assessment process and maintain records of progress towards individual targets using Databridge MIS.
6. Make use of initial, baseline and ongoing assessment documentation and information to become familiar with the needs of learners.



7. Assist teaching staff in the preparation and development of resources, providing occasional short term cover for teaching staff as required.
8. Contribute to Individual Learning Plans / Study Programmes and monitor progress and achievement of these in accordance with Sense College quality processes.
9. Attend and contribute to learner reviews as required to demonstrate learner achievement to local authority staff for funding and other purposes.
10. Act as a personal tutor for a small number of learners.
11. Contribute to the college-wide operation of activities such as informal visits, exhibitions, open days, assessments etc.
12. Support colleagues in the marketing of the college to potential learners and parents.
13. Maintain a current understanding of the Ofsted Common Inspection Framework as appropriate to post-16 specialist provision.
14. Maintain a Continuous Professional Development (CPD) profile to meet Ofsted's expectations of education professionals.
15. Provide high quality care, support and supervision for learners during the college day, including breaks, lunchtimes and non-directed time. Proactively support colleagues who provide frequent personal care to learners by assisting any learner in need of personal care as required or if specifically asked to assist at a given time and to carry out such support with dignity and respect for the learner.



16. Administer appropriate medicines to specific learners, either regularly or in an emergency, following the Care Plans developed in conjunction with the learner, the college and parents / carers.
17. Participate in ongoing staff development to develop knowledge on teaching, disabilities, relevant communication methods and support.
18. Participate fully in staff and team meetings including Core Education Team meetings.
19. Supervise learners in enrichment activities, which include sport & leisure sessions, and maintain such records as required to monitor attendance and progress.

Each Academic Year the job holder will be allocated to work with a particular learner or group of learners by the Education Service Manager (ESM). It is expected that certain areas of expertise linked to those learners` needs will be required that will require enhanced knowledge/skill above that already described above. They include, but are not limited to:

20. Role modelling effective behaviour management strategies for specific learners.
Liaising with the behaviour support team and sharing information/skills to other ESWs as required.
21. Using appropriate communication strategies, tools and aids e.g. BSL, Makaton, PECS, Braille, developing sufficient knowledge to enable learning to take place and developing expertise over time.
22. Developing risk assessment and risk management strategies for specific learners across a range of scenarios as needed, supporting other ESWs if appropriate.



Person Specification

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This section outlines the experience, knowledge, skills and abilities the job holder needs in order to fulfil the requirements of the post. Essential criteria are those which the job holder must have in order to do the job. Desirable criteria are those qualities that would be either useful, or an advantage or those which the jobholder can be trained to do.

Please use the 'additional information' section of the application form to evidence how you meet the essential criteria as well as how your practice reflects the I statements.

Education and Training	
Essential Criteria	Desirable Criteria
A good level of general education including literacy, numeracy and IT to level 2.	The QCF Preparing to Teach in the Lifelong Learning Sector (PTLLS) qualification
Possess or working towards a Level 3 qualification relevant to classroom support.	British Sign Language Level 1 or above
	Health and Social Care diploma
Achievements and Experience	
Essential Criteria	Desirable Criteria
Recent experience of supporting learners with SEND	Recent experience of working with people with sensory impairment, dual sensory impairment or people using a range of communication methods
Recent experience of working in specialist	Experience of supporting people with



education college or other setting	behaviour that can be challenging
Experience of carrying out assessment of learners with special educational needs and disabilities (SEND)	Experience of mentoring colleagues
Experience of keeping records related to the people supported.	Experience of outcome based service delivery and the required records which evidence that
Demonstrate an understanding of the Ofsted Common Inspection Framework and Sense's compliance.	Experience of handling money that belongs to other people
Experience of facilitating / contributing to and monitoring a person centred review / individual learning plan.	
Recent experience of providing personal care	Experience of using a range of person centred planning tools
Skills & Abilities	
Essential Criteria	Desirable Criteria
An ability and willingness to provide support to people who need it with dressing and personal care	An understanding of assessment and would have a key role in ongoing assessment of learners
An ability to summarise and record information in a way that can be readily understood by others	
An ability to plan and deliver inclusive teaching sessions under the guidance of experienced educational colleagues	
An ability to assess the impact of learning sessions under the guidance of experienced educational colleagues	
To have or be willing to develop skills in various forms of communication	



An ability to work effectively as part of a team	
An ability to work on your own initiative.	
An ability to carry out basic numerical tasks (e.g. adding and subtracting figures) and support the development of numeracy skills with deafblind people through learning opportunities.	
An ability and willingness to participate and support in a range of social and leisure activities whilst working with learners.	
An ability to assess risk and work within health and safety policies and legislation	
Ability to creatively solve problems using a person-centred approach.	
To be able to travel from one place to another during working hours supporting the person/s.	

Values and Behaviours

The 'I' statements describe the values and the essential behaviours that we value at Sense and they apply to staff, volunteers, trustees and people who use the services.

Our Values:

- Honesty in how we behave.
- Aspiration in our approach.
- Accountability for our actions.
- Recognition of people's contribution and worth.
- Trust in each other.

Our Behaviours:



- **I will listen to others** by whatever means something is communicated to me, by gesture, facial expression, body tension or posture, sign language, objects of reference, in writing or voice, I actively listen.
- **I will understand and respond** I try to the best of my ability to understand what is being communicated to me and I always respond in a timely and respectful way.
- **I will respect others** I respect and treat others as I would wish to be respected and treated myself.
- **I will be honest and open** I am open about the reasons for my actions and I give my honest opinion knowing that it will be respected.
- **I will participate and contribute** I participate to the best of my ability and contribute willingly and freely.
- **I will take informed risk** I consider the benefits of taking a risk as well as what might happen if things go wrong. Where possible I seek to manage risk rather than avoid it.
- **I will find things to celebrate** I recognise that all achievements, no matter how small they might seem to me, are cause for celebration.
- **No decision about me, without me** I always seek to involve individuals in coming to decisions that affect me.

Frontline Worker Key Competencies

- Self-awareness and awareness of others responses to your actions.
- Open to learning from others and willing to share knowledge and experiences.
- Show high standards of personal and professional behaviour.
- Take appropriate action if ethics and values are compromised.

Communication:

- Understand the range of communication used by individuals
- Understand the tools available to enable communication
- Know who can offer support in this area and how to contact them
- Understand the link between communication and behavioural challenges
- Understand the communication systems used within the service or by the individual
- Understanding of roles and boundaries regarding advocacy

Working with others:

- Help others to play an active role taking into account a person's whole life, including physical, mental, cultural emotional and spiritual needs.
- Understand the key people in an individual's life and how best to relay the relevant information

Managing Service:

- Gather feedback from people who use the service or colleagues you support to help develop team and personal plans.
- Actively contribute to discussion about how to improve performance and service.

**Improving Service:**

- Use systematic ways of minimising risk in all that you do
- Continually look for improvement in what we do by talking to those you support and people around you

Setting Direction:

- Influence others by sharing your perspective and knowledge, including influencing key decision makers.
- You help other people to gain influence over things that impact them directly.

Community and Connections:

- Understands the importance of supporting clients to understand their roles as members of the local community, with their own rights and responsibilities