

Job description

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| Post: | Trainer (Sensory Pathway) |
| Responsible to: | Pathway Leader Sensory |
| Accountable to: | Principal, SCL |
| Salary: | £21,957 Pro rate (39 weeks) |
| Hours: | 37.5 |
| Location: | Sense College, Loughborough |

Description of Role

1. In this role you will be a trainer working in the Sensory Pathway team responsible for the delivery of the curriculum to students on the Sensory Programme. You will be working with students with a range of difficulties including complex needs and learning disabilities and hearing and / or sight difficulties within the Sense College.
2. You will work in the Sensory Pathway to support the baseroom activities eg general administration and student support.
3. The service you provide will be subject to inspection under the Ofsted Education Inspection Framework and you will be working within the Sense College educational systems and processes.
4. Sense is committed to safeguarding and promoting the welfare of students and expects all staff to share this commitment. You will be expected to work within the DfE Keeping Children Safe in Education guidelines and adhere to Safer Recruitment practices.



Key Responsibilities

1. Run curriculum sessions for students in a range of appropriate subjects
2. Plan innovative activities and projects to enable students to achieve their individual targets
3. Supporting the teaching staff in the effective running of sessions
4. Take responsibility for a group of students in the absence of the session leader, or for specified sessions
5. Take responsibility for the Sensory Pathway for daily organisation
6. Assess review and record learner progress and achievements. Maintain records of progress towards individual targets using Databridge MIS.
7. Attend and contribute to learner reviews as required to demonstrate learner achievement to local authority staff for funding and other purposes.
8. Act as a personal tutor for a small number of students.
9. Make use of information e.g. support profiles, behaviour plans to become familiar with the needs of students.
10. Contribute to, and follow, positive behaviour support strategies in place, liaising with appropriate colleagues as directed and attending relevant behaviour training updates as part of continuing professional development (CPD).
11. Provide cover for other trainers within the service
12. Work co-operatively as part of the team and the wider organisation, including sharing information and taking responsibilities within it as appropriate
13. Participate in the production of the relevant curriculum reviews and SAR
14. Maintain a current understanding of the Ofsted Education Inspection Framework as appropriate to post-16 specialist provision.
15. Maintain a Continuous Professional Development (CPD) profile to meet education sector expectations of education professionals.



Other Duties

1. The main duties of the post are outlined above, but these may be subject to review and amendment according to the needs and the development of the service.
2. The post holder may be required to undertake any other duties as required.



Person Specification

Trainer

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 | |
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| Essential Criteria | Desirable Criteria |
| A good level of general education including literacy and numeracy to Level 2. | Basic First Aid Qualification |
| A teaching qualification at level 4 or a willingness to work towards a Level 4 teaching qualification, achievement within two years of appointment | |
| Achievements and Experience | |
| Essential Criteria | Desirable Criteria |
| Positive attitude towards working with people with special educational needs and disabilities (SEND) | Recent experience of working with people with sensory / dual sensory impairment / complex needs using a range of communication methods |
| Understand the importance of maintaining accurate and precise records, paying attention to detail. | |
| | Experience of mentoring/tutoring students |



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| Experience of supporting people with behaviour that can be challenging | |
| Skills & Abilities | |
| Essential Criteria | Desirable Criteria |
| Proven communication skills, including the ability to sensitively support, supervise and mentor others | |
| Experience of working effectively with a wide range of people, with ability to build rapport quickly and easily. | |
| Ability to work flexibly with the team to complete tasks as required. | |
| An ability to plan and deliver inclusive teaching sessions. | |
| An ability to assess the impact of learning sessions. | |
| 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, to take responsibilities for own actions and make decisions without referring to others. | |
| An ability to assess risk and work within health and safety policies and legislation | |