

JOB DESCRIPTION

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| <u>Post Title:</u> | Educational Support Assistant (ESA) - Level 2 |
| <u>Salary:</u> | Points 17 – 20 (£17,000 - £18,000 per annum, pro-rata) on the Sixth Form College's Support Staff Scale. |
| <u>Purpose:</u> | To work under the specific supervision, instruction and guidance of the class teacher to support the teaching and learning activities in the classroom and off site provision with students who have complex and severe learning difficulties. To deliver study skill support & SEN intervention to supervise groups and occasionally whole classes for a session/lesson in the classroom or outside the main teaching area as required. |
| <u>Responsible to:</u> | The Principal through the Head of Faculty, Head of Pathways Department and Educational Support Assistant Level 4. |
| <u>Liaising with:</u> | Relevant staff with cross college responsibilities, e.g. learning support staff, teachers within the department and the faculty, Personal Tutors and support staff |

Main Responsibilities and Tasks

Support for Students

- To work with groups of students under the supervision of the teacher including the delivery of therapy and programmes of work.
- To assist with the development and implementation of individual Education / Behaviour Plans and Personal Care programmes.
- To record students' progress in the classroom and during off site education provision and activities.
- Provide feedback to students in relation to progress and achievements under the guidance of the teacher.
- To support students' learning by working with them to understand the activity and using appropriate strategies to keep students 'on task' and engaged in the work set, under instruction from the class teacher.
- To provide support for students including the full range of communication systems, eating, drinking, personal care, mobility and medication, subject to supervision and training.
- To work with individuals and groups of students to deliver accredited learning programmes taking into account SEN requirements, under specific supervision of the class teacher.
- To encourage students to interact with others and engage in activities led by the teacher, which may include participating in physical activities with the students.
- To have knowledge and experience of strategies for supporting students with moderate to severe learning difficulties and be able to use appropriate programmes of learning
- To recognise that students may have communication difficulties and be able to use alternative communication techniques if required.
- To support students off site in a variety of education opportunities.

- To work closely with other professionals as directed and follow their designed programme for individual students i.e. occupational health, speech therapists and physiotherapists.
- To assist with the general pastoral care of students, including helping students who are unwell distressed or unsettled and have emotional and behavioural difficulties.
- To assist the students with personal care needs which may include social, health, hygiene and welfare matters. This could include agreed local manual handling procedures and following a programme for prescribed medication under agreed guidance from the teacher.
- To promote the inclusion of all students, ensuring they have equal access to opportunities to learn and develop.
- To be responsible for promoting and safeguarding the welfare of young people within the college.
- To supervise and provide particular support for students with special needs ensuring their safety and access to learning activities
- To establish good relationships with students, taking on role model by presenting a positive personal image and responding appropriately to individual needs.
- To promote the inclusion and acceptance of all students.
- To encourage students to act independently as appropriate.
- To occasionally supervise whole classes as required.
- To carry out escort duties as appropriate.
- To help prepare students on site for integration placement and on work experience placements.
- To support students on the Travel Training programme.
- To support lunchtime clubs and sports activities.
- To run and develop, under the supervision of the teacher, mini enterprises in the department.
- To maintain department displays to a high standard.
- To contribute to department resources.
- To provide cover in the First Aid Room when required.

Support for the Teacher

- To provide cover for the teacher, as appropriate, when work has been set.
- To assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to college guidelines.
- To liaise with therapists, medical staff and other personnel working with students as required, assisting with the co-ordinating and planning of programmes of work and to integrate specialist advice and practice into ILPs under the supervision of the teacher.
- To prepare the classroom for lessons, including display work, under the direction of the teacher.
- To support the use of ICT in learning activities and with specific programmes to support learning.
- To provide regular feedback on the students learning and behaviour to the teacher including feedback on the effectiveness of the behaviour strategies adopted.
- To understand and use group dynamics to promote group effectiveness and support group and individual performance, when working with a group of students.
- To prepare and maintain basic classroom resources and equipment as directed by the class teacher and assist the students in their use.
- To follow an accredited scheme of work as directed by the teacher.
- To be able to support Numeracy, Literacy and ICT strategies up to Entry level 2 in Literacy and Numeracy.
- To prepare the classroom as directed for lessons, ensuring that resources are available and cleared away at the end of the lesson as appropriate.
- To observe and record students' progress under the direction of the teacher.

- To provide regular feedback to teachers and to other professionals on students achievement and progress.
- To provide feedback on students in relation to progress and achievement under guidance of the teacher. This may include feedback on student's progress in meeting individual education plan (IEP) targets, literacy, numeracy, and ICT programmes
- To administer and mark routine work in class under the guidance of the class teacher and in line with the college marking policy.
- To be aware of the planning of work and activities.
- To provide general clerical support to the teacher, e.g. photocopying, laminating, filing, etc. as required.
- To provide support to the class teacher in the organisation and management of students and the classroom ensuring the appropriate support for each student dependant on their individual planned needs.
- To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment for all students particularly helping to overcome multi barriers to learning including physical, emotional, and behavioural difficulties.

Support for the College

- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, SEN/inclusion and data protection reporting all concerns to the appropriate named person.
- To be aware of new SEND legislation in regards to supporting students welfare, progression and education.
- To assist with the supervision of students out of lesson time but during the college day, within contracted hours as necessary for their safety.
- To work in an environment where there is a varied intensity of demands from the students and where physical intervention may be needed to ensure the safety of the students or others.
- To plan, prepare and accompany teaching staff and students on visits, trips and out of school activities within contracted hours as required.
- To assist with the general pastoral care of students, including helping students who are unwell, distressed or unsettled and those experiencing emotional and behavioural difficulties.
- To take part in training for travel training programme.
To cover in the First aid room as required.
- To attend relevant meetings and participate in training opportunities and professional development as required.
- To attend relevant meetings and participate in relevant training and performance development as required.
- To adhere to college health and safety policy including risk assessment and safety systems.
- To adhere to college policy on equality and diversity.
- To be aware of and comply with child protection procedures, health and safety, security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
- To assist in maintaining high standards of health and safety at all times.
- To maintain good relationships with colleagues and work together as a team.
- To assist in the supervision of classroom and outdoor activities.
- To assist with the supervision of discreet groups of students for short periods when the teacher is not present.
- To contribute to the overall ethos/work/aims of the college.
- To be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- To attend relevant meetings.

- To participate in training, including relevant learning strategies and other learning activities and performance management where required.

Support for the Curriculum

- To assist with the development of the curriculum for accredited courses in literacy, numeracy and ICT skills and to support their use in learning activities.
- To assist students on entry, progression, and transition programmes.
- To provide full support for an accredited curriculum.
- To provide curricular clerical/admin support, eg. Photocopying, making lists, collection of monies.
- To undertake record keeping and updating records, information and data, producing reports as required.
- To mark students work under the direction of the class teacher.
- To assist in the development and implementation of behaviour management strategies.
- To monitor student responses to learning activities and accurately record achievement/progress as directed.
- To administer and assess routine tests and undertake routine marking of student's work.
- To have an understanding of the new changes in special educational needs.

Staffing

Staff Development

- To undertake staff development where appropriate.

Deployment of Staff

- To work as part of a team and to ensure effective working relations.

Quality Assurance

- To ensure the effective operation of quality assurance systems.
- To assist with the implementation of College quality procedures.

Communications

- To ensure familiarity with the department's aims and objectives.
- To liaise with relevant external bodies as appropriate.

Marketing and Liaison

- To contribute to the College liaison and marketing activities.
- To link with external agencies as appropriate.

Management of Resources

- To contribute to the maintenance of an attractive working environment in your area.

Other

- To support the aims and objectives of the College.
- To attend meetings as appropriate.
- To undertake any other duties the Principal or her designated alternate may reasonably direct from time to time within the context of the Loreto College contract.
- This Job Description is subject to periodic review and amendment.
- The College is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION: EDUCATIONAL SUPPORT ASSISTANT - LEVEL 2

This person specification will be used in shortlisting and interviewing to select the best candidate. Each applicant should, therefore, address the person specification in his/her written application and where appropriate you should give examples of how you meet the criteria.

| Experience | Essential | Desirable | Method of Assessment |
|---|-----------|-----------|------------------------------|
| Experience of working with Special Needs students, including those with social, emotional and behavioural difficulties. | | ✓ | Application, Interview |
| Training or expertise in a relevant curriculum or other learning area (eg. ICT, numeracy or literacy) | | ✓ | Application, Interview, Test |
| Working with young people who have specific special needs to progress teaching and learning. | | ✓ | Application, Interview |
| Experience of having attended relevant training and having received accreditation from where appropriate | | ✓ | Application, Interview |
| Experience in contributing to individual education plans and working to targets | | ✓ | Application, Interview |
| An understanding of the role of the Educational support assistants and other professionals working in the classroom | | ✓ | Application, Interview |
| Ability to use relevant technology e.g. iPads, pc, smart board, camera | ✓ | | Application, Interview, Test |
| Skills and Knowledge | | | |
| Knowledge of the SEND Code of Practice and how it affects students | ✓ | | Application, Interview |
| Relevant policies, codes of practice and legislation including safeguarding | ✓ | | Application, Interview |
| Multi agency working. e.g. physiotherapist, school nurses | | ✓ | Application, Interview |
| Have a clear understanding of the Asdan curriculum | ✓ | | Application, Interview |
| Have a clear understanding of the Numeracy and Literacy Curriculum | ✓ | | Application, Interview, Test |
| An appreciation of equal opportunities and a commitment to its implementation | ✓ | | Application, Interview |
| Knowledge of the learning processes and specific needs of the student. | | ✓ | Application, Interview |
| An understanding of health and safety, and child protection issues | ✓ | | Application, Interview |
| An awareness of the needs of students with moderate and specific learning difficulties | ✓ | | Application, Interview |
| An awareness of a range of strategies to support students with emotional and behavioural difficulties | ✓ | | Application, Interview |
| An awareness of a range of strategies to support student learning | ✓ | | Application, Interview |
| Ability to deliver and plan areas of the curriculum to enhance students independence and progression | ✓ | | Application, interview |
| Ability to assist in planning and monitoring a teaching programme | ✓ | | Interview |
| The ability to communicate well, both verbally and in writing | ✓ | | Interview, Test |
| Ability to work collaboratively with other staff in the class and whole college setting | ✓ | | Interview |
| Ability to use ICT and other relevant technology to support learning | ✓ | | Interview, Test |
| Excellent ICT skills | | ✓ | Application, Interview, Test |
| Excellent literacy and numeracy skills | ✓ | | Application, Interview, Test |
| | ✓ | | Interview |
| Able to work creatively and sensitively with students | ✓ | | Interview |
| Able to form effective working relationships with parents and other professionals | ✓ | | Interview |
| Evidence of commitment to Continuous Professional Development | ✓ | | Application Interview |

| Skills and Knowledge | Essential | Desirable | Method of Assessment |
|--|------------------|------------------|------------------------------|
| Ability to do staff timetables and rotas to ensure cover for students | | ✓ | Application Interview |
| Demonstrate a commitment to collaborative and cooperative working with colleagues | ✓ | | Application Interview |
| Demonstrate training in a specific area of the curriculum | | ✓ | Application Interview |
| Qualifications | | | |
| To hold, or be working towards, relevant qualifications, eg. an SEND qualification | | ✓ | Application, Interview |
| Ability to work at Level 2 NVQ or equivalent, or be able to demonstrate this standard has been reached | ✓ | | Application, Interview, Test |
| Manual Handling training | | ✓ | Application, Interview |
| A clean driving licence with D1 category | | ✓ | Application, |
| A recognised First Aid qualification | | ✓ | Application, Interview |
| Attitude and Impact | | | |
| Positive and Enthusiastic | ✓ | | Interview |
| Ability to use initiative | ✓ | | Interview |
| Ability to remain calm under pressure and able to adapt to change quickly | ✓ | | Interview |
| Flexibility and a readiness to undertake a wide range of tasks | ✓ | | Interview |
| Excellent communications skills | ✓ | | Interview |
| Able to work within a team | ✓ | | interview |
| Personal | | | |
| The ability to carry out physical tasks, eg. support sporting/outdoor activities, moving and handling students with the aid of lifting equipment, as appropriate | ✓ | | Application, Interview, Test |
| Enhanced DBS Clearance * | ✓ | | Pre-employment check |
| Ability to meet the requirements of the Asylum and Immigration Act (to be legally employed to work in the UK) * | ✓ | | Application, Interview |
| <i>* both will follow an initial offer of employment</i> | | | |
| <i>The College is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.</i> | | | |

SALARY AND CONDITIONS OF SERVICE

This is a fixed-term contract initially, working 37 hours per week, term-time only (0.832 FTE). **You will however, on occasions, be required to work outside these hours to meet the requirements of the college.**

This is a full-time post but applications from individuals seeking job-share working arrangements are welcome. Please confirm on your application form if you wish to apply on a job-share basis, indicating your preferred days of work.

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| Start Date | September 2019 |
| Closing date | Closing date for receipt of applications is 10.00am on Friday 7 th June 2019 at 10am. We will not be able to accept applications after this date, except in exceptional circumstances. |
| Salary | Salary will be on the Sixth Form Colleges' Support Staff Scale, Points 17 – 20 (£17,000 - £18,000 per annum, pro-rata). |
| Interview date | It is anticipated that interviews will be held week commencing 24 th June 2019 and candidates will be contacted by telephone/email. Please therefore ensure this information is included in your application, along with any dates when you are not available for interview. |
| Payment | Your salary will be paid by BACs transfer into your bank account on the last banking day of the month, unless notified otherwise. |
| Pension Scheme | You will automatically become a member of the Greater Manchester Pension Scheme (unless you opt-out). |
| DBS Clearance and safeguarding checks | This post requires DBS clearance and is subject to Enhanced clearance from the Disclosure and Barring Service as well as a range of other safeguarding checks. |
| Rehabilitation of Offenders Act 1974 | The nature of this post means that you are exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. You are not, therefore, entitled to withhold information about convictions, which for other purposes are 'spent' under the provisions of the Act. If you are appointed to the post, failure to disclose such convictions could result in the offer of appointment being withdrawn or disciplinary action being taken and possibly the police being notified. You are not required to provide details of criminal convictions at application stage. However, if shortlisted for interview you will be asked to supply further information, which will include spent convictions. |