

Job Description

Group Member:		Leeds City College	
Job Title:		Support Worker	
Reports to:		Programme Manager	
Job Grade	A	Department	14-16 Skills Programme
Working hours:	37 hours per week /term time only	Probation period:	Six months subject to periodic reviews

SPECIFIC ROLE RESPONSIBILITIES:

1. Work closely with all staff, in supporting individual students or groups of students
2. Support teaching staff where individual student behaviour and performance within a group is impacting on the learning of the group as a whole.
3. Collaborate with staff to develop learning strategies and practices for pre-16 pupils including, individual and group student support strategies.
4. Collaborate with staff to facilitate links with parent/carers and appropriate external agencies.
5. Contribute to individual student target-setting and reviews and contribute to ongoing advice and guidance concerning progression routes pre- and post-16.
6. Give academic and development support and coaching to all learners in the 14-16 Skills Programme.
7. Work hard to develop effective relationships with learners in a variety of ways including role modelling mutual respect and high aspirations.
8. Motivate and inspire learners to always try their best and show respect.
9. Foster effective relationships with other key stakeholders including learners' parents/carers and other internal and external professionals.
10. Put in place interventions for whole groups or individual learners to help and support learners both academically and developmentally, often in conjunction with the tutor, which may include travel training.
11. To work within the 14-16 Skills Programme ethos and culture as well as using relevant tools and concepts.
12. Update, reflect and maintain the 14-16 Skills Programme tracking systems continuously, allowing you to recognise the need for interventions and subsequently putting them in place.
13. Assist other 14-16 Skills Programme staff members by continuously working to improve or maintain high levels of attendance and assist in putting interventions in place when required.
14. Providing curriculum teachers/assessors and SEND team members with verbal and written reports on students who have High Needs or SEND and feedback against strategies used and progress towards outcomes on the EHCP.
15. To assist teaching staff in the classroom by working 1-1 with learners or in small groups.
16. Assisting with the development of appropriate resources to support learning.
17. Support and visit learners on work experience placement including delivering work experience content and helping them obtain a suitable placement.

18. Support groups of learners on their vocational days by working with the relevant departmental staff. - Work with learners to support their transition into further education or training.
19. When required, complete registers on time and accurately.
20. Attend meetings and undertake exam invigilation duties when required.
21. Participates in and supports educational visits and outings to enhance the learner experience which may include responsibility for a small group.
22. To complete all administrative tasks in a timely and accurate manner meeting deadline when set. - Assisting in the presentation of display boards to enhance the learning experience and celebrate the achievements of learners.
23. Take part in the 14-16 Skills Programme Staff Development Programme including attending training days and twilights.
24. To act as a role model to others, demonstrating high standards of professionalism in all aspects of the role.
25. Any other suitable and appropriate duties as determined by the line manager
26. Ability to participate in evening/weekend work as required.
27. Any other duties that are specific to the department.

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

Few rules & clear boundaries

The ability to be creative, within areas of focus.

Ownership & performance

Using our robust business planning model to allow areas to have clear ownership over their vision and remit.

Energy & enjoyment

Fostering an environment that enables our people and learners to be brave, interact and have fun.

Creative & reflective

Always hungry to learn and looking ahead to see what is on the horizon.

Passion & ambition

Encouraging all to think aspirationally, inspiring others to do the same.

Collaborative & responsive

Proactively seeking opportunities to create synergies and positive outcomes for all.

Person Specification

Job Title:	Support Worker
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The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation,
C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Good general education at Level 2 or above, including English and maths.	A / C
D	Q2. Appropriate qualifications and/or a willingness to undertake training/qualifications in supporting the needs of disengaged/disadvantaged young people.	A / I / C
D	Q3. Mentoring and/or teaching assistant qualifications, or a willingness to work towards	A / I / C
Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience and knowledge of supporting young people including those aged 14-16.	A / I
D	EK2. Experience and knowledge of working with disengaged/disadvantaged young people in an educational setting	A / I
D	EK3. Experience and knowledge in delivering and supporting young people 1-1 and in small groups.	A / I / MT

D	EK4. Experience of working within a team who support students who have high needs or SEND to support their learning through identifying strategies and preparing young people for adulthood.	A / I / MT
D	EK5. Experience of working with other education staff to support young people.	A / I / MT
D	EK6. Experience and knowledge in working with parents/carers and external professionals.	A / I
D	EK7. Experience and knowledge of teaching/managing behaviour tools and strategies.	A / I / MT
Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Understanding of barriers to learning and ways to overcome them, including the ability to implement effective interventions.	A / I / MT
E	SC2. The ability to form meaningful and impactful relationships quickly.	A / I / MT
E	SC3. Excellent written, oral and IT communication skills to a range of stakeholders.	A / I
E	SC4. Excellent organisational, time-management and administrative skills, including a high standard of computer and online abilities	A / I / C
E	SC5. Able to work positively and effectively as a member of a team and on own initiative.	A / I
E	SC6. The ability to adapt to change and hold key problem skills.	A / I / MT
E	SC7. A willingness to be adaptable as role requires working across the college campuses and off-site visits with learners.	A / I
Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A / I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I

E	B5. Commitment to restorative practice approaches	I
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