

Organisation:	Leeds City College
Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i>	N/A
Core Job Role:	Specialist Behaviour and Intervention Assistant (SEND)
Job Title:	Specialist Behaviour and Intervention Assistant (SEND)
Reports to:	SEND Support Lead
Grade	LC4
Date of compilation:	November 2023

ROLE SUMMARY:

Leeds City College is the main education provider for post-16 students within the Leeds City region. This role requires an experienced SEND professional to lead through a matrix management approach across Luminate FE colleges for the placement and support of students with Educational Health Care Plans. Additionally, you will be an operational main point of contact with local authorities, making a contribution towards positive outcomes for disadvantaged and vulnerable students. To provide additional medical and personal care support for learners with needs, to enable them to participate, progress, achieve and enjoy a fully inclusive college experience.

SPECIFIC ROLE RESPONSIBILITIES:

1. Keeping accurate and timely logs and other records, as required.
2. Provide training for other members of the team.
3. Ensure all paperwork and documentation is kept up to date and in line with statutory requirements.
4. Any other duties as determined by the line manager

CORE RESPONSIBILITIES:

5. Support the department to provide outstanding and robust support to SEND learners in order to meet individual needs as outlined in their EHCP.
6. Lead on intervention strategies aligned to area of specialism in order to strengthen the subject knowledge of staff
7. To attend meetings as and when required

8. Contribute towards audit and compliance of evidence required for all aspects of SEND support
9. Engage in CPD and training in order to develop pedagogical knowledge within your own specialist area. |

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 our Organisational Culture:

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:	Specialist Behaviour and Intervention Assistant SEND
Department	Foundation Studies

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. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.	A / C
E	Q2. Qualification relevant to the post	A / C
D	Q3. L3 Care Qualification or willingness to enrol to this within one year of appointment	A / C
D	Q4. Relevant recognised professional attainments	A / C
Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience of working in a team in an educational setting.	A / I / P
D	EK2. Experience of working with students who have high needs or SEN to support their learning	A / I

	through identifying strategies and preparing young people for adulthood.	
E	EK3. Relevant experience, knowledge and understanding of working in the Sector around Caring for young people	A / I
E	EK4. Substantial learning support experience in FE.	A / I
E	EK5. Experience of working positively with young people and adults	A / I
E	EK6. Experience of successful administration / IT skills.	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Clear oral and written communication skills with the ability to communicate with staff at all levels in the college.	A / I
E	SC2. Computer literate with the ability to comfortably use the Microsoft Office suite of applications	A / I / C
D	SC3. Strong Awareness of disability issues and equality and diversity issues.	A / I
D	SC4. Understanding of the Disability Discrimination Act is desirable.	A / I
E	SC5. Able to assist with personal care provision including requirements of wheelchair users	A / I
E	SC6. Able to work effectively as a member of a team.	A / I
E	SC7. Ability to adapt and embrace change.	A / I
E	SC8. Able to establish rapport and to maintain professional boundaries.	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