

Group Member:		Leeds City College	
Job Title:		SEND Support Worker	
Reports to:		SEND Team Leader	
Job Grade	Grade A (Support)	Department	Enterprise and Employability Department

ROLE SUMMARY:

The School of Enterprise and Employability offers a wide range of study programmes to both 16-18 and up to 24 years old with an EHCP. Our course offers Level 1 Personal Social Development, Level 2 Enterprise and Employability and Level 1 and Level 2 Creative Craft, for learners who are looking to develop employability skills for next steps such as; further education, employment or apprenticeships. The Enterprise and Employability Department is a vibrant area with an exceptional and successful reputation for offering a 'learning by doing' curriculum. Our department is full of energy and passionate about what we do.

We are looking for a dedicated SEND Support Worker to work closely with our course leader and teachers to support individuals and groups of students who may demonstrate emotional and behavioural needs. You will be committed to making a positive difference to young people's lives and in supporting and developing their learning.

SPECIFIC ROLE RESPONSIBILITIES:

1. Work closely with Programme Managers, Course Leaders and teachers to support individual students or groups of students who may demonstrate emotional and behavioural needs.
2. Support teaching staff where individual student behaviour within a group is impacting on the learning of the group as a whole.
3. Collaborate with curriculum pastoral and Send/HN teams, to develop learning strategies and practices for students including, individual and group student support strategies.
4. Collaborate with Pastoral and Send/HN staff to facilitate links with schools, parents and appropriate external agencies e.g. Education Welfare Service, Social Services, Social Inclusion Unit and Youth Offending Teams.

CORE RESPONSIBILITIES:

5. Assist with the collection and maintenance of documentation for student records.
6. Contribute to individual student target-setting and reviews and contribute to ongoing advice and guidance concerning progression routes
7. Maintain an overview of attendance and follow up absences immediately.
8. Attend team and staff meetings as well as case study meetings.
9. Co-operate in any staff development activities required to effectively carry out the duties of the post and to participate in College staff review and development schemes.
10. Compliance with all College policies and procedures.
11. Comply with all legislative and regulatory requirements.
12. To promote a positive image of the College.
13. Any other duties commensurate with the level of the post, which may be required from time to time.

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 Luminare 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:

Kindness

Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them

Enjoyment

Fostering environments that enable staff and students to be brave, interact and have fun

Passion

Encouraging all to have aspiration and passion in everything they do.

Ownership

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

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Creative

Always hungry to learn and looking ahead so we can be responsive

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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 personal statement section of the application form. Each criteria is marked with whether it is 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, R = Reference

Qualifications and Attainments

Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Good general education at NVQ level 2 or equivalent including literacy and numeracy	A/I
E	Q2. Appropriate training and/or a willingness to undertake training in supporting the needs of disengaged/disadvantaged students who may have emotional and behavioural problems.	A/I
D	Q3. First Aid Certificate	A/I
D	Q4. Youth Work qualification	A/I

Experience and Knowledge

Essential (E) Desirable (D)	Criteria	Method of assessment
D	EK1. Experience of working with disengaged/disadvantaged young people in an educational setting	A/I
E	EK2. Experience of working with schools, parents and external support agencies	A/I
D	EK3. To be willing to train in are and control techniques	A/I

Skills and Competencies

Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Able to manage challenging behaviour	A/I
E	SC2. Able to prioritise tasks	A/I
E	SC3. Excellent communication skills & interpersonal skills	A/I
D	SC4. Ability to show empathy for and have an understanding of the needs of this particular age group	A/I
E	SC5. Able to work positively & effectively as a member of a team and on own initiative	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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