

# Oakley College

[www.oakley.ac.uk](http://www.oakley.ac.uk)

## Job Description & Person Specification

### Learning Support Practitioner

College Mission: Putting young people with learning disabilities at the heart of all that we do.

**Reporting to:** Head of College

**Pay Range:** £17,500 to £20,500 p.a. pro rata

**Hours:** 30 or 37.5 hours per week, working 4 or 5 days per week, term time only

### Context

Oakley College is a registered charity and an exciting development based in Tonbridge, set up to meet the needs of young adults age 18-25 with learning difficulties or disabilities (LLDD), all of whom have Education, Health and Care (EHC) Plans.

Our aim is to complement and work alongside existing providers in the area, to ensure that the needs and aspirations of all our young people can be met locally.

Learning programmes include:

- A programme of study and work-related learning and experience that will lead to further vocational training, internships/apprenticeships and employment.
- A programme of study providing a further 1, 2 or 3 years for young adults to continue to develop their personal life and independent living skills so that they can contribute to society in a number of ways and live an independent or semi-independent life.
- A vocational programme providing a further 1, 2 or 3 years for young adults to continue to develop their personal life and independent living skills so that they can contribute to society in a number of ways and live an independent life in a supported environment.
- A bespoke programme of study for learners that require a total communication approach and may use AAC. This is a multi-sensory curriculum to enable the learners to communicate their needs in a supported environment.

### Job Summary

1. To promote the highest standards of learning and achievement in a supportive, stimulating and orderly environment to engage young adults in their learning and planning for their own future.
2. To encourage and enthuse all learners and thus enable everyone to achieve the best that they can and become as independent, skilled and confident as possible.
3. Create an inclusive ethos in which learners develop independence, value themselves, others and their environment, and prepare for adult life and citizenship by working with others.
4. Promote the enjoyment of learning and support the attainments, successes and achievements of all learners.
5. Support all members of the College community to enable them to communicate and interact effectively, be confident, motivated to succeed and develop life, independence and skills for employment.

Work in partnership with all parents, carers and key people and organisations in the community to provide an accountable, high quality service, committed to safeguarding young adults that will have a positive, sustainable impact for individuals and partner organisations locally, regionally and nationally.

### Job Description - Principal Accountabilities

#### **As an active and effective member of the Teaching and Learning Team, you will:-**

1. Support the learning of groups, individuals, subjects and skills as deployed by the Head of College, throughout Oakley College - across all sites and, where appropriate and effective, in the community.
2. Engage all learners and encourage and enthuse them in order to enable them to make good or better progress and become as skilled, knowledgeable and independent as possible so that they become successful learners, confident individuals and responsible, contributing citizens.
3. Use knowledge of the learners' special needs, advice from the therapists, College aims and policies, schemes of work and Study Programme requirements for the relevant curriculum areas to establish and communicate clear, relevant and challenging learning objectives and positive learning experiences.
4. Consistently and effectively support and challenge learners in lessons and in the community to help meet **all** learners' individual learning needs, ensuring progression and continuity in their learning. Build all learners' enthusiasm for learning, optimism, self-esteem, self-confidence, independence and a problem-solving approach with active participation in their learning and self-assessment.
5. Apply effective student management strategies, classroom organisation and personalised communication to meet the range of learning styles presented by individuals and groups.
6. Deploy positive and targeted support for all learners with specific learning needs or difficulties.
7. Develop and manage positive and productive relationships with all learners, staff, carers, parents, governors and the wider community.
8. Develop learners' participation, social skills, responsibility, concern for others, independence, literacy, numeracy and ICT skills throughout the curriculum and enable them to make safe and healthy choices.
9. Use and develop opportunities for learning outside the classroom.
10. Support learning at home as and when appropriate and beneficial to learning.
11. Create and manage resources to assist and promote learning including working with other adults, using ICT and the environment beyond the College in preparation for adult life.
12. Promote positive behaviour, setting consistent, clear expectations for maintaining appropriate behaviour, managing any challenging or difficult behaviour from learners, minimising any negative impact on the learning of others, and/or on the learners themselves.
13. Regularly monitor, evaluate, record and report the progress of learners in relation to their prior attainment, using agreed College systems and to use this to provide constructive on-going feedback to learners to guide their learning and develop their individual capacity to know, understand, value and build on their own strengths and skills.
14. Contribute to target setting for further learning and modification of planning.
15. Participate in, and engage with, a range of College based and external INSET and professional development activities, including performance management feedback, and sharing best practice and outcomes with colleagues and to continuously improve own teaching performance. Implement all College procedures & policies consistently, and contribute to their evaluation and further development, supporting the College in achieving its aims, vision and priorities as set out in the College Development Plan.

## Person Specification

<p><b>Qualifications &amp; Experience</b></p> <ul style="list-style-type: none"> <li>• GCSE accreditation or equivalent, Grade A to C in both Maths and English.</li> <li>• A degree or equivalent.</li> <li>• A levels or equivalent.</li> <li>• Experience of SEN inclusion and/or provision.</li> <li>• Evidence of recent relevant professional development.</li> <li>• A minimum of 2 years learning support experience.</li> <li>• Evidence of effective working with a variety of parents and carers.</li> <li>• Evidence of being an effective, positive and contributing team member.</li> <li>• Evidence of effective working with a variety of stakeholders and agencies.</li> <li>• Evidence of the effective use of assessment and feedback for learning in raising attainment</li> <li>• Experience of working in more than one setting.</li> <li>• Additional training in SEND.</li> </ul>	<p>Essential Desirable Desirable Essential Desirable Essential Essential Essential Essential Desirable Desirable</p>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Knowledge of a range of learning difficulties – complex, severe needs, communication and interaction difficulties and associated challenging behaviours and additional needs.</li> <li>• Ways of improving outcomes in learning, in achievement and in the quality of life for learners with these needs.</li> <li>• Curriculum development and accreditation.</li> <li>• The use and application of ICT for learning.</li> <li>• The current Ofsted criteria and all relevant published professional standards.</li> </ul>	<p>Essential  Essential  Desirable Essential Desirable</p>
<p><b>Skills &amp; Abilities</b></p> <ul style="list-style-type: none"> <li>• Ability to work independently (under guidance and supervision) but also to be a team player.</li> <li>• Pro-actively lead and support learners’ learning.</li> <li>• Support and challenge learners enthusiastically and be adaptable and flexible, whilst remaining calm and patient under pressure.</li> <li>• Effectively support a range of learning styles.</li> <li>• Pastoral skills that support student behaviour for learning and their personal development.</li> <li>• Establish professional working relationships with colleagues that are characterised by an enthusiastic commitment to helping them overcome challenges.</li> <li>• Plan and prioritise tasks, delegating where necessary and meeting deadlines.</li> <li>• Ability to inspire, motivate and encourage learners, staff and parents/carers.</li> </ul>	<p>Essential Essential Essential  Essential Essential Essential  Essential Essential</p>

**Personal Qualities & Abilities**

- Demonstrate optimistic behaviour, positive relationships & attitudes towards learners and staff, and towards parents, governors and members of the local community.
- Role model by example – with integrity, creativity, resilience and clarity.
- Develop wide, current knowledge and understanding of education and College systems locally, nationally and globally, and pursue continuous professional development.
- Communicate compellingly the College’s vision and help drive the learners forward, empowering all learners and other staff members to excel.
- Embrace an educational culture of ‘open classrooms’ as a basis for sharing best practice with and between colleagues at all levels.
- Provide a safe, calm and well-ordered environment for all learners and staff, focused on safeguarding learners and developing their exemplary behaviour in College and in the wider society.

Essential  
Essential  
Essential  
Essential  
Essential

**Vulnerable Adults Protection**

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. Appointment to posts exempt from the ROA will be subject to the successful candidate obtaining an enhanced disclosure from the Disclosure & Barring Service to KCCs satisfaction. Oakley College is committed to the fair treatment of its staff, potential staff or users of its services regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background. Where applicants have declared a criminal record, the relevance and circumstances of the offences will be considered in relation to the post applied for. Having a criminal record will not necessarily bar that person from working with us.

*Oakley College is committed to safeguarding children and young people, a commitment we expect all staff to share and uphold.*