

Job Description

Job Title: Specialist Support Practitioner – Communication
Department: Central Support Service
Reports to: Support Co-ordinator
Level / Grade: Fixed Point 19
Direct Reports: None

Summary of main purpose of Role

Supporting students with additional learning needs, including young people, adults and/or those with Special Educational Needs or Disabilities.

Working with students in all learning environments, supporting them to access and understand the curriculum, achieve their goals and progress into positive destinations, whilst encouraging the development of independent skills, resilience and confidence.

Key Responsibilities:

1. Deliver high quality one-to-one or small group support to students with diverse learning needs, including those with disabilities and learning difficulties to help them achieve their academic goals and progress to next steps.
2. Collaborate with teachers and support colleagues to implement an inclusive curriculum, and facilitate learning within all environments, including practical and mobility support for students who require physical support to access learning environments.
3. Monitor and evaluate progress toward individual students' targets, adjusting support strategies as necessary to encourage independent learning skills.
4. Maintain open and effective professional communication with students, colleagues, parents/carers, and relevant stakeholders to provide updates on student progress and raise any cause for concerns.
5. Maintain high quality records, both in systems and paper based, to demonstrate the impact of support and share information
6. Proactively participate in team meetings and continuing professional development opportunities including Professional development days and positively represent the service/college at events/activities
7. Assist in the selection and adaptation of instructional materials, technologies, and resources to enhance student learning and engagement.
8. Support across all internal and external examinations and assessments as required, including invigilation duties.
9. Promote a culture of inclusivity and diversity within the college community, advocating for the needs of students with disabilities or learning differences and fostering an environment of respect and acceptance.
10. Work closely with curriculum, Health & Safety and support colleagues regarding access arrangements to enable learners to fully participate on programme

Additional responsibilities for this role:

1. Facilitate communication and access to learners with a sensory impaired disorder, including d/Deaf and vision impairment, using British Sign Language and other communication modes and strategies as appropriate.
2. To transcribe and prepare learning materials appropriate to the needs of the learner.
3. Support the delivery of training to learners and colleagues on access related matters.
4. Provide advice and guidance to support and curriculum colleagues on the promotion of accessibility to ensure all learners have equal access to college life
5. Maintain an up-to-date knowledge of issues affecting D/Deaf learners and continually update own knowledge of BSL and other communication methods
6. Provide personal care to students including support with moving & handling, toileting, feeding and medication, maintaining the dignity of learners at all times.

Standard responsibilities for all positions in NCG:

1. Participate in any colleague review/performance management processes involving the identifying and meeting of training needs for self and others.
2. Take appropriate responsibility to ensure the health and safety of self and others.
3. Pursue the achievement and integration of equal opportunities throughout all activities.
4. Undertake any other tasks and responsibilities appropriate to the level of this post.
5. Comply with all NCG policies and procedures
6. NCG is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all colleagues to share this commitment.

Person Specification

	Essential	Desirable	Method of assessment
Qualifications / Training			
Good general level of education to L2 or equivalent including English and Maths	x		Application
Training/qualification in disability awareness		x	Application
Oral Language Modifier Qualification or willingness to work towards		x	Application
L2 BSL with willingness to work towards L3	x		Application
Teaching or support qualification or significant experience		x	Application
Experience			
Supporting learners with SEND or additional learning needs		x	Application/Interview
Working in an education or care setting		x	Interview
Supporting sensory impaired students.		x	Application/Interview
Supporting learners who exhibit challenging behaviour		x	Application
Skills and Knowledge			
Understanding of the barriers faced by students with additional support needs	x		Interview
Understanding of FE funding, quality and inspection frameworks		x	Interview
Understanding of issues relating to D/deaf learners, including appropriate TLA strategies		x	Interview
Good written and verbal communication skills	x		Application/Interview
Good IT skills with the ability to record effectively using both paper and electronic systems	x		Application/Interview
Understanding of teaching, learning and assessment strategies		x	Interview
Understanding of the SEN Code of Practice and Preparing for Adulthood agenda		x	Application

Attributes / Other Requirements			
Able to work flexibly including off site/evening working	x		Interview
Willingness to support events and activities where required	x		Interview
Committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We expect all colleagues to share this commitment	x		Interview
Able to obtain a satisfactory DBS clearance	x		DBS