Role profile description

Date	August 2020
Family	Teaching & Learning Support
Role profile level number	30A

Purpose	
To conduct rigours initial and diagnostic assessment which informs individual learning programs and support needs. To facilitate, develop and deliver learning and development programmes and activities that develops specific skills in individuals and groups. To work in partnership to ensure each individual reaches their full potential	

Role accountability	End result
Planning and preparation	
Contribute to work planning and resource allocation. Use allocated resources effectively and efficiently to facilitates learning To plan comprehensive individualised learning program.	• Resources are organised and used effectively • Well planned sessions achieved • Students achieve their full potential
Gather specialist information from the learner/learner group to investigate and analyse need.	• Appropriate programme/plan is developed • Content and programme priorities are established
Delivery	
Develop and agree a course of action covering the short, medium term and long term	• Programmes and activities are delivered to an agreed schedule to which learners buy in • Meet awarding body regulations as appropriate
May be required to deliver programmes and advice to other practitioners and managers as appropriate	• Awareness of the topics is raised

Co-ordination

Establish and maintain communication channels with parallel and other relevant programme and activity leaders and others as required. Direct learning support staff to facilitates access to learning opportunities	• Programmes are compatible and complementary with each other • Best use is made of resources to achieve best value • Students aspirations achieved • Students health and wellbeing maintained

Monitoring and Assessment

Assure the effective and appropriate delivery of content. Evidence the use of appropriate assessments methodology Adhere to Trust and awarding bodies quality processes e.g.: internal verification	• Programmes/activities are delivered in a well structured manner • Sessions are provided in a safe and stimulating learning environment • Improvements are identified and implemented • Learning progression is evidenced

Record Keeping

Maintain accurate records of students e.g.: attendance, register, attainments, progression etc…	• Programmes are well informed and reflect good practice • Records are kept in accordance with Trust's procedures

Communication

Report on students circumstances in accordance with relevant standards.	• Current information about students is up to date • The relevant supervisor or professional is informed • Maintenance of students health and safety • Referrals to other services/professionals are made as appropriate

Risk Management/Health and Safety

Act as a key point of contact and provide initial judgement as a result of assessment for students and providers. Identify and act on safeguarding/risk issues in accordance with procedures.	• Provision of an immediate deployment of assistance to students • Act on H&S case to ensure appropriate service delivery • Determine any risk and/or hazards that exist or that may develop • Escalate case or follow standard procedures including safeguarding to

	reduce immediate risk
	• Reduction in risk to health and safety of staff and students

Professional Practice

Contributing to quality improvements to the service as appropriate.	• Continuous improvement and innovation • Delivery of provision based on evidence based practice

Multi-disciplinary Working

Effective communication across team to promote best outcomes for service users.	• Appropriate well planned, coordinated interventions when needed - regularly reviewed and effectively delivered • Overlap and inconsistency from other practitioners reduced • Holistic packages of therapy and support delivered to services users

Nature of contacts and relationship (who and the nature of the communications)

- Working in partnership with learners including children, parents/caregivers and vulnerable adults in areas of activity which are closely defined by policy procedure and working practice
- Work in partnership with internal and external colleagues and other professionals sharing and co-ordinate resources.
- Facilities staff
- Day to day routine contact with learners, teachers, parents, carers, and other professionals

Working environment context (disruption, physical, disagreeable, health and safety aspects)

- Predominantly in Together Trust premises or in the community– may involve working outside and in inclement weather

Procedural context (creativity, discretion and impact)

- Will be involved in developing learner action plans, and undertaking needs analysis generally working with individual or small group of learners

Planning requirement

- Plan, assess and deliver individual and term sessions

Key facts and figure ranges (include likely size of any team managed)

- May oversee colleagues undertaking associated or support duties but no formal management or supervisory or budget responsibilities

Skills, knowledge and qualifications

- A vocational qualification relevant to the work area and good practical knowledge of subject area
- Relevant degree or equivalent qualification
- Qualified Teacher Status (QTS) or willingness to work towards it
- Continuous professional development plan is maintained in line with relevant professional standards

Equipment operated and essential skills

- A thorough knowledge of working practices and policy
- ICT skills
- Specialist equipment as appropriate (e.g.: for moving and handling, communication of sensory strategies)

Role profile specific behaviours

Introduction
Our behaviours framework describes the actions we believe are at the heart of bringing our values to life at Together Trust. They explain how we should approach our behaviours at work. This is a generic framework designed to introduce the concept of behavioural competencies in a flexible format in the first instance. The behaviours are split into several levels to reflect the different expectations we should have of ourselves and colleagues whatever their role in the organisation.

Positive: We take pride in celebrating the difference we make
Purpose: Taking a positive approach which delivers high quality people focused service
- I communicate clearly and effectively, setting clear expectations   - I give timely, constructive feedback, and praise appropriately to encourage great performance in individuals and teams   - I celebrate team and individual successes   - I monitor and review performance in a timely, effective, and fair way

Professional: We act in a fair and respectable way that recognises our collective expertise
Purpose: Taking a professional approach; building trust, working in partnership, and having a strong focus on delivering the best outcomes for all
- I am honest where key stakeholders needs can't be met, and offer alternative solutions.   - I develop and amend service to meet the long-term requirements of key stakeholders   - I work effectively with my own and broader teams, understanding people's capabilities and ensuring the right people are involved in tasks.   - I ensure compliance with Trust procedures and values

TOGETHER TRUST

Passionate:
We encourage creative ideas and inspire one another
Purpose: Being passionate about continuous improvement in the Trust; bringing new and imaginative ideas, taking calculated risks, and learning from experience
• I encourage team review and sharing best practice to improve performance for my team and others   • I question ways of working in a positive way, understanding the bigger picture, putting forward new ideas through the right channels and creatively solving problems   • I explain positively why organisational changes need to be made and communicate expectations clearly   • I am proactive and prepared to take positive action rather than reacting
Supportive: **We are considerate and caring towards one another**
Purpose: Working in a supportive way with others in the pursuit of collective goals, and valuing diversity in the workplace.
• I create a fair environment free from discrimination and abusive, aggressive or discriminatory behaviours.   • I see the development of others as a key measure of my success, acting as a role model and sharing best practice with others   • I challenge appropriately and speak up about any issues or concerns   • I help people to make decisions for themselves