Job description

Job title
SEND Tutor

Hours
37.5 hrs per week, 41 weeks + 150 hours undirected time,

Contract
Permanent

Role profile and grade
TLS30a Grade 3

Salary
Starting Salary £36,040 (rising to £39,924 with biennial increments)

Location
Bridge College

Type of DBS required
Enhanced Child & Adult

Reports to
Lead Tutor

Bridge College is the Together Trust's specialist education college for students aged 16 to 25 years with disabilities, complex needs and autism. Bridge College promotes a multidisciplinary approach to learning and has expertise in supporting students with a wide range of needs.

The post holder will be based in Openshaw.

Principal Accountabilities
- Teach across the learner cohort within the college. This could include learners within the pre entry curriculum, entry level and up to level 2
- Adapt teaching style to meet the varying needs of learners with PMLD, MLD and Autism

- Develop and deliver a progressive and innovative curricula which clearly evidences each learner has made progress from their starting point
- To work collaboratively with other staff members to ensure the needs of the learners are addressed and learning is accessible and inclusive
- To create a safe and stimulating learning environment, placing the learners at the centre of practice and valuing the contribution that each learner can make.
- Promote outstanding progress and achievement of learners core outcomes
- Demonstrate the values and behaviours that are consistent with a positive disposition and empathic understanding of each learner so as to develop positive working relationships
- Be a reflective practitioner and continually challenge own practice linked to most relevant andragogy
- To deliver high quality learning and assessment to all learners at Bridge College
- To work with both RARPA and accreditation moderation processes, complete robust assessment and IV of all learner portfolios
- Design and management of person centred individual learning plans (ILPs) and set comprehensive targets
- Planning and delivery of learning within the college teaching day and contract
- To safeguard students and colleagues by following safeguarding polices and processes
- To proactively promote and embed excellent health and safety practices, including completing classroom and activity risk assessments
- Take responsibility for ensuring the college remains clean and orderly, ensuring classrooms are kept tidy, displays are appropriate, up to date and all teaching resources are stored away after use

Curriculum and Subject Knowledge

General

- To plan and teach well-structured sessions which incorporate learner aspirations, across a range of subjects linked to the Bridge College curriculum framework
- To follow Bridge College internal curriculum standards linked to planning, preparation and assessment
- To plan sessions which may incorporate both RARPA targets and accredited criteria
- Have a secure knowledge of teaching learners at pre-entry, entry and level 1-2
- Be able to foster and maintain learner's interests, whilst continually adapting to individual needs
- To develop a varied curriculum which enables learners to develop core functional and vocational skills
- To work innovatively with learners to achieve their aspirations through practical, sequential and meaningful learning tasks
- Prepare schemes of work, update and evaluate these regularly and in accordance with learner needs
- To develop and deliver value added activities

Deployment of staff

- To effectively deploy Learning Support Assistants (LSAs) to facilitate learning, ensuring learning support positively impacts on every learners progress
- To create and maintain a high level of accountability on LSAs for the learning and development of academic and social skills throughout the college day.
- Work collaboratively with managers and the college MDT to support LSA's to provide an efficient, effective and safe learning environment which positively impacts on the learners experience and achievement.

Accurate and productive use of assessment

- Know and understand how to assess learners within pre-entry, entry and level 1- 2, including using standardised and non standardised assessments

- Continually use formative and summative assessment to secure learners progress
- Ensure that feedback to learners is appropriate, specific and differentiated to their level of understanding
- Be able to use a range of assessment criteria within one session such as non accredited and accredited criteria to assess individual learner progress
- Use progress data to monitor progress, set targets and plan subsequent sessions
- Record and use student and management data to support good and outstanding progress by students. This includes tracking learners using Bridge College's MIS and ensuring data is available at tracking deadlines
- Prepare reports, progress records and other documents as required
- IV other practitioners work and provide accurate IV feedback and detailed reports

Adapt teaching to respond to the strengths and needs of all students

- Regularly review and use therapeutic guidelines and intervention strategies to inform planning for individual learner need.
- Have a clear understanding of the needs of all learners and be able to use and evaluate distinctive teaching approaches to engage and support them
- Present learner progress at multi- disciplinary learner progress and welfare meetings and be ready to respond and adapt session planning and approaches depended on meeting actions
- Have a secure understanding of how a range of factors can inhibit learner's ability to learn and how best to overcome these.

Integration of therapeutic intervention within sessions

- Have high expectations for all learners and ensure that Positive Behaviour Support (PBS) Strategies are followed at all times
- Maintain good professional relationships, be ready to adapt lesson activities linked to therapeutic advice and guidance

- Ensure communication guidelines are embedded within all sessions including tier 1 speech and language therapy interventions are followed and adhered to
- Ensure all tier 1 therapy interventions are followed and embedded within each session

Professional Communication and Commitment

- To follow and embed professional teaching standards within own practice, be a reflective practitioner and adapt to daily challenges
- Attend meetings, staff development and other key events as required. Some may include evening and other out of hours working
- Pro-actively promote equality and diversity, and health and safety practices across College
- Demonstrate skill in communicating with a range of learners, all with a wide range of physical, cognitive and communication difficulties
- Develop knowledge and application of communication strategies including total communication and the use of technology/ software to communicate with learners with a range of complex language and cognitive difficulties
- Comply with all safeguarding policy and processes
- To maintain strict confidentiality concerning individual learners
- Work collaboratively with a range of partners to facilitate student progression.
- Perform any duties as may reasonably be required by the trust, or as required by the management team
- To review and reflect on own teaching practice through formal and informal observation feedback of teaching, learning and assessment; responding to advice and feedback from colleagues
- To participate in own supervision and appraisal and work towards objectives set through performance management processes

Training

- To ensure all Together Trust mandatory training requirements are kept up to date
- To comply with all Bridge College training requirements which fall outside of mandatory training needs

- To keep up to date with educational related standards and other professional development pertaining to their role.

You will need demonstrate the extent that you have the necessary requirements for this role. Please use examples in your application how you match the criteria in the person specification and your experience of the responsibilities outlined for the role.

	Essential	Desirable
Education, qualifications and training	Degree/ level 5 qualification in a related vocational area PGCE/PGDE in post compulsory education or other relevant teaching qualification related to the role Level 2 or higher English and maths Commitment to and evidence of Continual Professional Development	Specialised qualification(s) in learning disabilities and/or autism Specialised qualification(s) in supported employment Qualified Teacher Status/QTLS (or willingness to work towards) Training in managing disabilities and medical conditions associated with students with learning disabilities/autism MIDAS trained or willingness to undertake within first year of employment Experience of use of Makaton or other forms of sign language
Experience and skills	Experience of working with a range of partners and employers in order to create a relevant and meaningful curriculum Experience of developing a curriculum, and accreditation of learning Experience of working with and teaching young people	Experience of further and specialist education quality systems

	with learning difficulties and Autism Experience of working as part of a multi-disciplinary team Capacity to adapt to changes within role and in character of student cohort Positive attitude to trying new approaches Ability to identify, clarify. prioritise and solve problems as they arise Excellent communication, literacy and numeracy skills Ability to work under pressure and meet deadlines High levels of personal resilience A commitment to the ethos, policies and practices of Bridge College and Together Trust A strong commitment to working co-operatively with a multi disciplinary team Ability to use IT Ability to meet the challenges of working with young people whose needs are complex Full commitment to continuous professional development	

Knowledge and understanding	Knowledge and understanding of accredited and non accredited learning programmes (RARPA) assessment and moderation processes	
Other	Full and clean driving licence, including business use insurance on own vehicle Ability to commit to evening meetings, value added recreational and residential activities, parents evenings and open evenings which may be outside normal college hours	

Applications are welcome from all regardless of age, disability, marriage or civil partnership, pregnancy or maternity, religion or belief, race, sex, sexual orientation, trans status or socio-economic background. We are committed to making reasonable adjustments for disabled people. We positively encourage applications from those with lived experience.