

## Role profile description

<b>Date</b>	August 2020
<b>Family</b>	Teaching & Learning Support
<b>Role profile level number</b>	22
<b>Purpose</b>	
To facilitate and deliver a range of learning and skills support to meet specific pre-assessed learning needs for individuals and small groups	
<b>Role accountability</b>	<b>End result</b>
<b>Planning and preparation</b>	
Prepare and plan a specific programme/activity.	<ul style="list-style-type: none"> <li>• Appropriate resources are in place</li> <li>• The programme/activity is prepared and delivered effectively</li> </ul>
Gather information from the learner/learner group to investigate and analyse need.	<ul style="list-style-type: none"> <li>• Appropriate programme/plan is developed</li> <li>• Content and programme priorities are established</li> </ul>
<b>Delivery</b>	
Implement a defined programme/ activity within a specified timescale.  Direct support to facilitates learning	<ul style="list-style-type: none"> <li>• The programme/activity is delivered and assessed effectively</li> </ul>
<b>Co-ordination</b>	
Co-ordinate the use of resources and with others engaged in delivering the learning programme.  Support the integration of individualised support agreed guidelines	<ul style="list-style-type: none"> <li>• Complimentary skills and resources are used effectively to enhance the programme/activity and ensure best use of resources</li> </ul>

## Monitoring and Assessment

Monitor/provide feedback on learners' progress.

- Delivery is effective
- The impact is demonstrated by the individual/group

Provide feedback on programme effectiveness.

- Contribution to effective content

May provide informal assessment on learners' performance against set standards.

- Performance standards are maintained

Ensure preparation of venue and assess and manage risks according to set procedures.

- Venue support learners
- Users' H&S is supported

## Record Keeping

Record outcomes of activities.

- Records are maintained in an accurate and complete manner in the required format
- Review and report the outcomes of the programme

## Risk Management

Act as a key point of contact and provide initial judgement as a result of assessment for service users and providers.

Identify safeguarding/risk issues.

- Provision of an immediate deployment of assistance to service user
- Escalation of the user'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 service users

## 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)**

- Contact with the public, learners and support network—answering questions and providing information to learners and support network in areas of activity which are closely defined by policy procedure and working practice
- Work in partnership with other internal and external colleagues and professionals sharing and co-ordinating 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/facilities or in the community – may involve working outside and in inclement weather

### **Procedural context (creativity, discretion and impact)**

- Duties are carried out in accordance within set standards and procedures.
- Will be involved in developing learner action plans, and undertaking needs analysis, tailoring service to meet learner needs

### **Planning requirement**

- Plan, assess and deliver individual and/or group programmes/activities within a predetermined framework

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

- Advice and ensuring any relevant equipment is used to the appropriate standards

### **Skills, knowledge and qualifications**

- A vocational qualification relevant to the work area or willing to work towards
- NVQ level 3 in relevant discipline Knowledge of the relevant policies, procedures and working practices within the learning area
- To undertake continuous appropriate professional development/training
- Awareness of child/young people/young adults development expectations
- Awareness of learning development
- Understanding of disability and the impact it has on the learning process
- Ability to manage challenging behaviour and complex health care needs
- Awareness of current developments in education generally and special education in particular
- Relevant IT packages/programs
- Some roles may need First Aid training

## Equipment operated and essential skills

- Ability to use equipment relevant to the work area
- May involve basic ICT skills

# 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

### **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