



Job Profile

LEARNING FACILITATOR - SECONDARY

Job title: **Learning Facilitator**

Grade: **Grade 1 (APTC 2)**

School: **REDDEN COURT SCHOOL**

Responsible to: **Head of Inclusion Faculty**

Liaises with: **Class teachers, HOFs and SEND**

Hours: **9-3.00pm Monday - Friday**

Main purpose of the job

The Grade 1 **Learning Facilitator** is a member of a team of practitioners responsible for the education and care of the children in the school. S/he is involved in contributing to the teaching and learning programme in accordance with the ethos, aims and objectives of Redden Court School.

The Grade 1 **Learning Facilitator** supports the school in raising student aspirations, challenge student learning and engage students in their own learning.

The Teacher and the Grade 1 **Learning Facilitator** work as a team - being 'partners' in supporting the students' access to learning and the whole curriculum and their independence as learners.

The Grade 1 **Learning Facilitators** works under the direction and control of the Headteacher, Assistant Head teacher in charge of Inclusion and the relevant Head of Faculty/class teacher. At Grade 1 they would usually be supervised, where necessary, at task level in the presence of a teacher. These will include students learning within the ARP, as well as those on the Alternative Key Stage 4 curriculum.

The Grade 1 **Learning Facilitator** will act as a link between an allocated Faculty and the SEN department to ensure all staff are communicating effectively.

The Grade 1 **Learning Facilitator** will support the development of any potential Multi Academy Trust (MAT) and may be required to support the development of SEND faculties of other member schools within the MAT.



Main duties and responsibilities

1. Support for students:

- a. provide appropriate levels of individual attention, reassurance and help for student(s) needs as identified in Individual Education Plans.
- b. support the specific needs of specified students – physical, emotional and/or behavioural
- c. where directed, act as an escort on and off school premises under the direction and where appropriate, in the presence of the teacher for the purpose of visits or off site educational provision
- d. support student(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets
- e. ensure that teachers are aware of the specific learning needs of identified students
- f. support students in working independently in the company of others by providing Hover Support
- g. to deliver as directed by the Assistant Head in charge of Inclusion, one-to-one student programmes for Literacy and Numeracy, SPAG, handwriting, speech and language
- h. provide information, advice and direction to students about their behaviour within the agreed framework of school policies on discipline and behaviour
- i. take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment
- j. Any staff appointed after September 2013 will be expected to provide Intimate Care for students as part of their role and therefore not receive additional payment.

2. Support for the teacher(s):

- a. assist student(s) access to the curriculum by differentiating instructions and resources
- b. prepare materials of the quality and quantity specified by the teacher
- c. help student(s) to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- d. support the maintenance of student records by providing information to the teacher/ Assistant Head in charge of Inclusion and recording, in accordance with school and Faculties policy, the work of student
- e. provide praise and encouragement to students to recognise and promote positive student behaviour in accordance with school rewards system and behaviour policies
- f. where necessary, correct student behaviour, supporting the teacher in maintaining order and discipline both in the classroom and in the school environment
- g. Report uncharacteristic student behaviour patterns and Child Protection concerns about an individual student and incidents of inappropriate behaviour to the class teacher / named Child Protection Officer within the school.



3. Support for the school/Faculty:

- a. attend internal meetings, including meetings of the Faculty/Student Support Faculty, all of which are recognised as directed time in the school calendar
- b. act as a reader or amanuensis as necessary at school and national tests and examinations where directed by Assistant Head in charge of Inclusion / Exams officer
- c. assist in the administration of any appropriate assessments as directed by the Assistant Head in charge of Inclusion
- d. share information and expertise, which could benefit other team members in their work in conjunction with the Assistant Head in charge of Inclusion and/or Assistant Head in charge of CPD
- e. provide information to support student progress including information for student records, reports, Individual Education Plans and annual reviews
- f. actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents/external agencies, passing on any information given by parents to the appropriate staff member within the school
- g. promptly report any difficulties in communicating with parents and carers to the class teacher/ Assistant Head in charge of Inclusion

4. Support for the curriculum

- a. support the curriculum plans and learning programmes designed by the teacher and obtain and use designated equipment and materials appropriate to the learning objectives and students' development needs
- b. help students with the use of ICT and appropriate curriculum software
- c. obtain accurate and up-to-date information on students' literacy, current reading ability, their writing skills and oracy and language development
- d. monitor students' responses to learning activities and promptly inform the teacher when a student is experiencing difficulties that cannot be resolved
- e. respond to students' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self images
- f. provide an appropriate level of assistance to enable students to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
- g. use appropriate strategies for challenging and motivating students to learn
- h. To supervise targeted students for one break or lunch time per week as directed by the Assistant Head in charge of Inclusion

5. Arrangements for appraisal of performance:

Participate in the school's annual appraisal process and the regular reviewing of personal targets



ADDITIONAL REQUIREMENTS

1. Redden Court School has a strong commitment to achieving equality of opportunity to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
2. The postholder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role
3. The postholder is expected to demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to perform work not specifically identified in the job description, but which is in line with the general level of responsibility of the post.



Skills and Abilities	Essential	Desirable	Assessed by
Ability to communicate and interact with children and young people	X		Interview
Awareness of the need to act as a role model and ability to deal with a range of situations in mature and sensitive manner	X		Application & interview
Ability to understand educational programmes and work to them with reference to a teacher	X		Application & interview
Ability to work with groups of children and keep them on task and motivated	X		Application & interview
Awareness of sensitive information and the need for confidentiality	X		Application & interview
Ability to deal with students' physical, emotional and <i>behavioural</i> needs as well as provide individual support as appropriate	X		Application & interview
Ability to work as a member of a team and follow the teacher's directions	X		Application & interview
Ability to demonstrate respect for children and young people and be able to listen to their views	X		Interview
Knowledge			
A basic understanding of child development	X		Application & interview
An awareness of Child Protection procedures	X		Interview
An understanding of the importance of adults as role models	X		Interview
Understanding of Health and Safety issues	X		Application & interview
Understanding of equalities issues	X		Application & interview
Qualifications and Experience			
Willingness and motivation to develop own skills and undertake training	X		Interview
Willingness to work towards N/SVQ Level 2 in Teaching Assistance or equivalent qualification		X	Application
GCSE qualifications in the core subjects or relevant qualifications		X	Application
To have worked on a voluntary or paid basis with children		X	Application & interview