

**Post Title:** Inclusive Learning Practitioner (ILP)

**Responsible to:** Inclusive Learning Team Leader (ILTL)

**Status:** Permanent

**Purpose of the job:** To contribute to the provision of an efficient, student-orientated learning support service to all students and apprentices at the College.

### REASEHEATH COLLEGE MISSION

**“Industry Focused, Career Ready”**

### REASEHEATH COLLEGE VALUES

Every member of staff at the College has a responsibility for and commitment to the implementation of the College Vision so that the learner experience is a valuable and memorable one.

As an important part of our team you are also required to ensure that your behaviour towards both staff and learners demonstrates P R I D E in everything you do through actively supporting our Values:

**P** eople      **R** esponsibility      **I** ntegrity      **D** iversity      **E** xcellence

### Key Tasks & Responsibilities

- Working collaboratively with curriculum staff to provide dynamic learning support strategies to individuals and small groups, in accordance with their support/EHC plan ensuring students successfully and safely access the curriculum. Support strategies may include but are not limited to:
  - prompting to stay on task
  - acting as reader/scribe
  - acting as a practical assistant for those with physical disabilities
  - acting as a communication assistant including BSL
  - academic and behaviour support interventions
  - support utilising DLT
  - study skills support
- Monitor student progression and achievement via 1:1 study skills sessions, mentoring and academic progress workshops.
- Ensure education provision and associated support conforms to the SEND Code of Practice.
- Promote and facilitate independent learning through the use of assistive technology and support strategies.
- Regularly review support plans with students, updating relevant reports and information systems to monitor student progression and record the impact of support strategies.
- Track and monitor student progression including professional report writing in accordance with the student’s support/EHC plan.

- Participate in exam invigilation or exam access arrangement provision in accordance with College policy, this may include reading, scribing, prompting or supporting the use of assistive technology.
- Undertake professional development as required by participating in internal staff development activities.
- Adhere to and promote the ethos, policy and procedures relating to Safeguarding and Child Protection including attending all mandatory training.
- Build rapport and work collaboratively with all key stakeholders and partners including students Curriculum, Exams Office and Employers.
- Regularly review the quality of practice through reflection, evaluation and continuing professional development in consultation with your line manager.
- Comply with Health & Safety regulations and dynamically risk assess in order to safeguard students and staff.
- Comply with General Data Protection Regulation (GDPR) legislation.
- Promote a professional image of the Learning Skills Centre and act as a role model in the workplace and at events.
- Maintain clear professional boundaries at all times, due to the close working relationship with students anticipated within this role.
- Keep up to date with developments in learning support provision and the use of technology to ensure the highest standards of service delivery.
- Annual participation in Family Festival.
- Liaise closely with class tutors in relation to lesson planning and delivery to maximise the impact of learning support provision within the classroom.
- Work effectively and flexibly across the College to ensure a high quality and consistent level of student support is offered.
- Maintain student and College confidentiality within the bounds of the College Safeguarding policy.
- Keep accurate and complete records and contribute to meetings held regarding individual students.
- Contribute to the production of electronic and paper-based resources and materials for use by students and colleagues.
- Ensure the learning support provided makes effective use of College resources and optimises the impact on the learning and progression of the students.

## **PLEASE NOTE**

Reaseheath is an education establishment within an ever-changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work.

Your job description will be reviewed during your annual Performance Development and Review interview and will be varied in the light of the changing business needs of the College.

The job description is not intended to be exhaustive and is only indicative of the nature and level of the responsibilities associated with the post at the date it was drawn up. Your duties may vary from time to time without changing the general character of the post or the level of responsibility. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the terms and conditions of employment associated with the post.

**Please note this role constitutes 'regulated activity' as defined by the Protection of Freedom Act 2012. The successful candidate will therefore be required to undertake an enhanced DBS with barred list information prior to starting employment.**

**Person Specification**  
**Post Title: Inclusive Learning Practitioner**

<b>Knowledge, Skills &amp; Experience (E – essential, D – Desirable)</b>	
Level 3 or equivalent qualification or a willingness to undertake further training in the field of teaching and learning.	D
Minimum GCSE Maths and English Grade C or equivalent.	E
IT skills in MS Office applications.	D
Demonstrable evidence of continuous self-development.	D
Fluent in British Sign Language	D
High level of professional integrity	E
Enthusiasm and drive for outstanding service delivery to support students with SEND fulfilling their potential	E
Experience of successfully delivering support and guidance to young people and/or vulnerable adults or experience of having worked professionally with young people in an educational/care setting.	E
Evidence of knowledge of <ul style="list-style-type: none"> <li>• the impact of specific learning difficulties, mental health difficulties and disabilities on learning</li> <li>• an understanding of diversity and social inclusion.</li> </ul>	E
Ability to maintain accurate records and up to date paperwork.	E
Evidence of ability to promote and market the learning support provision.	D
Track record of establishing effective working relationships with students and staff.	E
High level of inter-personal skills including listening, empathising and approachability.	E
Thrives on challenge	D
Good planning and organisational skills.	E
Ability to work both unsupervised and as part of a team	E
A flexible and creative approach to learning support provision.	E
A willingness to adopt a reflective approach to their working practices in collaboration with line managers	E
Evidence of making the best use of facilities and resources and improving existing methods of working.	D
Track record of supporting line management to achieve targets.	D