



Post Title: FE Advanced Inclusive Learning Practitioner (AILP)

Responsible to: Inclusive Learning Team Leader (ILTL)

Status: 21 hours per week, 36 weeks/year (term time only)

Purpose of the job: To contribute to the provision of an efficient, student-orientated learning support service to all students in the College. The LSC provides academic and mentoring support to students within a land-based Specialist College. As an inclusive College, Reaseheath prides itself in supporting students to fulfil their potential and achieve outstanding results. Our dedicated team of Advanced Inclusive Learning Practitioners work across college in collaboration with curriculum teams creating learning environments where students feel safe, secure, confident and valued. Our ambition is to foster independence and resilience to prepare our students for working life and adulthood by removing barriers to achievement and supporting the students to develop the skills they need to succeed.

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

- Provides additional peer mentoring to Inclusive Learning Practitioners as part of our approach to outstanding quality provision
- Provides IAG to staff and colleagues in relation to SEND and individual student support needs.
- Track and monitor student progression including professional report writing in accordance with the student’s support/EHC plan.
- Work collaboratively with all key stakeholders and partners including Curriculum, Exams Office and Employers offering guidance on differentiation within the classroom/workplace.
- 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.
- Support students to develop study skills, professional competencies and promote independent learning
- Develop a bank of learning support resources for use across the college and RHT.
- Build collaborative and constructive working relationships with all College staff.
- Promote a professional image of the Learning Skills Centre and act as a role model in the workplace for students.
- Professionally represent the Learning Skills Centre in all aspects of College engagement.
- 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.
- High degree of social communication skills and understanding of how to build good rapport and open communication with students and colleagues supporting collaborative working.
- Liaise closely with class tutors and Inclusive Learning Team Leaders 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.
- Reviews and produced electronic and paper-based resources and materials for use in Learning Skills Centre.
- 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: Advanced Inclusive Learning Practitioner

Knowledge, Skills & Experience (E – essential, D – Desirable)	
Level 4 or equivalent qualification or a willingness to undertake further training in the field of teaching and learning.	E
Minimum GCSE Maths and English Grade C or equivalent.	E
IT skills in MS Office applications.	E
Demonstrable evidence of continuous self-development and the ability to develop others.	D
Extensive experience of devising and delivering learning support interventions to small groups and individuals.	E
Experience and knowledge of SpLD and SEND and of supporting students with complex needs and multiple diagnoses.	E
Ability to devise and develop learning support resources and strategies to support student progression and skills development.	E
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.	D
Evidence and experiential of knowledge of <ul style="list-style-type: none"> • the impact of specific learning difficulties, mental health difficulties and disabilities on learning • an understanding of diversity and social inclusion. • evaluating the impact of support interventions to highlight the value added 	E
Ability to maintain accurate records and up to date paperwork in line with the SEND Code of Practice and EHCP/Funding requirements.	E
Ability to produce reports to a high professional standard to inform reviews and records of student progression against their individual targets.	E
Ability to plan and coordinate transition arrangements in liaison with LSC, curriculum and third-party colleagues as required.	D
Ability to capture impact of adhoc interventions concisely evidencing the impact on student progression.	D
Evidence of ability to promote and market the learning support provision.	D
Track record of establishing effective working relationships with students and staff.	D

High level of inter-personal skills including listening, empathising and approachability.	E
High degree of ability to communicate effectively and work collaboratively with students, LSC and curriculum Colleagues in order to maximise the impact of support interventions.	E
Ability to deliver CPD and mentoring sessions to colleagues.	D
Thrives on challenge	D
Good planning and organisational skills.	E
Ability to work both unsupervised and as part of a team.	E
Ability to initiate interventions independently to ensure the best use of the skills and resources available.	E
A flexible, solution focused, 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