

**JOB TITLE: Vocational Specialist Support Assistant**

**RESPONSIBLE TO: HLTA and Interventions Team**

**STATEMENT OF PURPOSE:**

To support students with vocational activities and working towards LASER vocational qualifications. In particular:

- Building, construction and engineering
- Hair and beauty

To work with classroom teachers, the Interventions and Careers and Enterprise teams to support students' effective independent learning and progress in accordance with the chosen vocational pathway. To prepare resources and the learning space for planned activities. To lead vocational activities as required. To provide support for all students' learning, behaviour and care needs and have due regard to the health, safety and wellbeing of students and colleagues.

**KEY RESPONSIBILITIES**

Learning and development activities:

- To provide support for vocational learning activities and to provide feedback to the teacher on student progress with objectives and tasks
- To assist with the timely preparation of resources, activities and the learning environment ensuring student safety. This may include preparing materials to meet individual student needs
- To lead vocational activities as required
- To clear up after activities ensuring displays and learning spaces are kept safe and tidy
- To assist in the development of Individual Education Plans using the ACE model and to help students advance towards their targets and to provide feedback on progress in relation to vocational targets
- To support students to review their own learning wherever possible
- To assist in implementing and reviewing agreed programmes of work and highlight any concerns to the classroom teacher
- To provide class-based support when not working on vocational activities

Behaviour, therapy and play:

- To implement agreed behaviour management strategies to promote positive behaviour
- To support therapists and students before, during and following therapy sessions and to assist with therapies as required

- To provide opportunities for students to experience a variety of play environments that stimulate them and provide opportunities for risk, challenge and personal growth
- To support students to participate as inclusively as possible in all activities
- To help students manage their own feelings and relationships with others

#### Care and safety:

- To ensure a safe learning space for vocational activities and undertake risk assessments as required
- To provide support students' general welfare, including emergency First Aid, feeding, toileting and changing their clothes as instructed to ensure they are clean, tidy and comfortable
- To be familiar with students' care plans and provide care, encouragement and maintain dignity
- To assist with monitoring of physical wellbeing including students' eating habits to support the development of students' independence.
- To support students' emotional wellbeing, self-reliance self-esteem and resilience
- To assist in intimate care as required
- To assist in the administration of medication to students as required and in accordance with their Care Plan and legal guidelines
- To organise and supervise offsite activities and maintain health and safety of students when outside the school setting
- To assist in the supervision of students during break and lunchtimes and in the use of school transport

#### Communication:

- To provide support to communication and interaction needs including facilitating communication for students who use augmentative or alternative means of communication such as Makaton, VOCA
- To support students and their families for whom English is an additional language (EAL)
- To establish and maintain effective communication with parents, carers and families about the care and education of their children through communication books review meetings and phone calls

#### Team working:

- To work with the Interventions and Careers and Enterprise teams in relation to vocational activities and qualifications
- Assist in the assessment, monitoring and recording of student progress and behaviour and the maintenance of record keeping systems
- To provide occasional supervision of a group or class for time limited activities or in an emergency
- To provide cover for colleagues including in unfamiliar classes
- To work flexibly as part of the classroom team and to take part in the support and induction of new staff as well as the annual performance management scheme

**Please note**

This work sometimes involves sitting at low tables or on the floor and may involve lifting or restraint of students for which training is available. The work is in a hectic and noisy environment with constant interruptions from children.

Working with Special Education Needs students requires a particular understanding and appreciation of the individual needs such as physical limitations, learning, emotional, behavioural and language difficulties or problems with organisation. The behaviour of such children is often extremely challenging and is therefore emotionally and physically demanding. In some cases the nature of the students' special needs may result in staff being verbally or physically assaulted.

This is not an exclusive or exhaustive range of responsibilities, rather an indicative list. You may be required to carry out further duties as reasonably required and commensurate with the position.

## PERSON SPECIFICATION

Key Criteria	Essential	Desirable
Qualifications and training	<p>Good levels of literacy &amp; numeracy</p> <p>Level 2 or equivalent in Maths and English</p> <p>Ability to plan and deliver activities to support LASER/vocational pathway requirements</p> <p>Successful recent experience in the relevant vocational subject areas</p> <p>Awareness of health, safety and wellbeing requirements in a school environment, including risk assessments</p>	<p>Health and social care or childcare qualification</p> <p>Manual handling training or qualification</p>
Skills and experience	<p>An understanding of the educational objectives of the school</p> <p>An understanding of how children learn</p> <p>Ability to support learning across all areas of the curriculum</p> <p>Ability to lead and direct the work of others</p> <p>Experience of working in a challenging environment</p> <p>Excellent planning and organisation skills</p> <p>Experience of accurate record keeping</p>	<p>Experience of working within a health and social care setting (paid or voluntary)</p> <p>Experience of a SEN learning environment</p> <p>An understanding of care plans and their use</p> <p>Experience of group/class supervision</p> <p>Experience of monitoring and recording individual progress</p> <p>Alternative communication skills such as Makaton, VOCA</p>

	<p>Excellent communication skills including ability to communicate sympathetically with children and parents</p> <p>Ability to support emotional wellbeing, self-reliance, self-esteem and resilience in others</p>	
Core Competencies	<p><b>Student Led</b></p> <p>Passionate about supporting young people with a disability in a dignified and person centred way</p> <p>Committed to a proactive approach to meeting the needs of students</p> <p>Is approachable and helpful</p> <p>Acts with honesty, integrity and discretion</p> <p>Is concerned with the health, safety and wellbeing of others</p> <p><b>Results Orientation</b></p> <p>Displays drive and energy and enthusiasm to enable progress and achieve results</p> <p>Works systematically and plans effectively</p> <p>Delivers on objectives</p>	

	<p>Committed to continuous professional development</p> <p><b>Working Together</b></p> <p>Contributes to effective teamwork</p> <p>Understands and supports others</p> <p>Values people equally and encourages inclusive participation</p> <p>Willing to work in line with all MGS policies and procedures and attend all supervisions</p> <p><b>Adaptability</b></p> <p>Aligns behaviour to the needs / priorities / goals of students and the school as a whole</p> <p>Deals and copes with change</p> <p>Works well in a challenging environment</p> <p>Copes with ambiguity</p> <p>Remains calm and professional at all times</p> <p>Is self-aware and able to undertake self-evaluation</p> <p>Able to attend class from 8.45am daily during term time and undertake occasional out of hours activities as required.</p>	
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