



# JOB PROFILE

<b>Post Title:</b>	Alternative Education Support
<b>Portfolio:</b>	Education, Skills and Employment
<b>Responsible to:</b>	Inclusion Manager
<b>Responsible for:</b>	No direct reports
<b>Grade:</b>	TA3

## Job Purpose

To improve the lives of all within our community and help the island thrive by supporting students receiving alternative education programmes.

## Main Duties and Responsibilities

1. Under the direction of the Inclusion Manager, be responsible for:
  - Planning, preparing and evaluating programmes of work to cater for the learning needs of groups of pupils/students and/or individuals
  - Work with groups or individual pupils/students to support the teaching process including teaching SEN or Alternative Education programmes of study
  - Responsible for marking of pupil's/student's/group's work
  - Actively involved with the preparation of individual pupil/student/group Alternative Education/Education, Health Care Plans
  - Liaising with work related learning providers to inform Alternative Education Plans
  - Conducting and documenting risk assessments for Work Related Learning providers' sites in order to inform Alternative Education Plans
  - Become fully involved with the monitoring and evaluation of the individual pupil's/student's/ group's work.
  - Ensure effective recording of work is carried out and comment appropriately on pupils/students' performance.
  - Produce and assist with the making of resources necessary for pupil/student(s) learning and preparation of the learning environment
  - Responsible for evaluating the effectiveness of teaching and learning resources used for pupils/ students learning.
  - Referring pupils/students to other multi-agency stakeholders for additional or specialist supports
  - Support the holistic development of all pupils/students
  - Support the maintenance of the health, wellbeing, safety and security of all pupils/students
  - Contribute to pupil review meetings with parents/guardians
2. Be committed to undertaking further professional development through actively participating in all CPD opportunities and be trained in specific areas of special educational needs according to the needs of the pupils/students



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3. Be committed to building strong relationships with school, work related learning providers and other multi-agency stakeholders regarding support to the pupils/students
4. Support the school/Inclusion in promoting the discipline and welfare of all pupils/students
5. Support the Inclusion Service by implementing all relevant policies, practices and procedures and work within these requirements
6. Liaise with the bus contractor, organising bus bookings for visits, work related learning or changes to bus schedule, etc.
7. Maintain a professional manner both within the school and the wider community
8. Maintain the attached National Occupational Standards for Teaching/Classroom Assistants as specified in the St. Helena Education Department's Scheme of Service and Competency Framework for Teachers and Educators

## Special Conditions

- Ability to work with pupils/students with severe/multiple learning or behavioural difficulties which may include accompanying them to and from school and/or work related learning establishments
- Dealing with pupils/students with challenging behaviour
- Occasional out-of-hours working in order to support service delivery may be required

This job profile is not an exhaustive list of duties and responsibilities. There may be other ad hoc duties that fall within the remit of the role that the job holder may need to complete. In addition, the job holder will be required to carry out any other reasonable duties as requested which are commensurate with the grading and level of responsibility for the role.

## Core Competency Framework

Competency	Level
<b>Professional Development:</b> N/A	i
<b>Planning &amp; Delivery of Work:</b> Manages own work to deliver on time and produces good quality work. Meets the agreed performance standard.	i
<b>Analysis and use of Information:</b> Resolves day-to-day problems with own work.	i



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Clearly identifies day-to-day problems to line manager when unable to resolve. Attentive to detail. Interprets basic written information.	
<b>Decision Making:</b> Solves own day-to-day problems which have little or no impact on others. Willing to take decisions within own role. Shares appropriate and timely information with others. Applies sound logic to simple decision making and problem solving.	i
<b>Working with Others:</b> Understands the impact of own behaviour on work relationships. Treats all people with respect. Responds and listens to others.	i
<b>Communication:</b> Actively listens to people. Communicates clearly and effectively either orally or by some other method. Is able to understand instructions.	i
<b>Influencing and Persuading:</b> Is receptive to constructive feedback. Expresses a difference of opinion in an appropriately controlled and constructive manner. Supports team members working on the same or related work activities. Seeks clarification to ensure requests are understood.	ii
<b>Dealing with Change:</b> Readily incorporates changes into the day-to-day work. Willing to learn new things and do things differently.	i
<b>Continuous Improvement:</b> Open to learning new things. Able to identify own mistakes and take constructive action to prevent reoccurrence.	i
<b>Managing Resources:</b> Promotes and enforces appropriate business rules. Deals with varied situations with limited guidance.	ii



## PERSON SPECIFICATION

Criteria	Essential / Desirable	Application Form	Selection Process
<b>Qualifications:</b>			
GCSE Maths & English Grade C or above or equivalent	E	√	
Qualification in teaching and learning or supporting teaching and learning to at least Level 3	D	√	
<b>Knowledge &amp; Experience:</b>			
Relevant experience in a teaching environment	E		√
Experience of working with pupils/students with special educational needs and/or challenging behaviours	D		√
Experience of working independently and as part of a team	E	√	√
<b>Skills and Abilities:</b>			
Effective oral and written communication skills with a good command of the English Language	E	√	√
Good listening skills and a polite manner	E	√	√
Able to work on own initiative without constant supervision	E		√
Excellent interpersonal skills, able to communicate effectively and professionally	E		√
Able to work calmly under pressure and manage in challenging situations	E		√
Good organisational skills	E		√
Ability to show caring, patience, tolerance and understanding	E		√
Understands the need for confidentiality and data protection	E		√
Good negotiating skills	E		
Basic IT Skills	E		√
Demonstrates attention to detail and works methodically, responding to changes to meet deadlines	E		√
<b>Other:</b>			
Willingness to work flexibly	E		√
Committed to safeguarding and promoting the welfare of children, young people and vulnerable adults	E		√
Contribute to a positive working environment ensuring	E		√



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commitment to equality and diversity			
Enjoys working with children and young people	E		√
A sense of humour	E		√
Highly self-motivated	E		√

### Our Values

#### FAIRNESS

We act as role models and have fair and consistent standards. We champion equality, inclusion and respect.

#### INTEGRITY

We communicate openly and we are honest, accountable and ethical.

#### TEAMWORK

We work together and we support each other.

### Professional or Career Progression Cadre Competency Framework

Not applicable.