

Job Description
Specialist Education Facilitator
Aurora Centre (Merton)
(0.6433Term Time Only)

The role:

The post holder will be required to provide support for the teaching staff within the Aurora Centre in Merton College in facilitating educational activities for young adults with an Education, Health and Care Plan. Young Adults at the Aurora Centre have special needs including; Autistic Spectrum Disorder, Moderate/Severe Learning Disabilities, Complex Needs, Behaviours of Concern (challenging behaviours) and other dual-diagnoses.

- Provide each student with the support needed to carry out their learning.
- Facilitate the delivering of therapy & health and well-being programmes which support learning as directed by the therapy team and lecturer.
- Facilitate agreed individual programmes of learning for students to support them to succeed in achieving personal learning and enhance progression opportunities and life skills.
- Work as part of a multi-disciplinary team to create and maintain a positive, productive learning environment within the centre and college as a whole.
- Facilitate and contribute to the recording, reporting, delivery and management of learning opportunities which enable individuals with behaviours of concern to access their local communities
- Safeguard students and promote their well-being in all aspects of their learning.

Responsible to: Head of the Aurora Centre.

Main Purposes and Responsibilities

- To provide outstanding support to all students attending the Aurora Centre, including young people who display behaviours of concern, to access their planned learning opportunities in the curriculum areas of work, living, community and communication.
- To, where appropriate, follow the lecturer's guidance and planning to deliver the learner's curriculum in group and 1:1 situation in college/community/work placement/own homes. This includes delivering learning (unsupervised) as directed by the class teacher both in and out of the college environment.
- To, on occasion, lone work with students to deliver their learning opportunities at home and in their local communities
- To contribute to the development and review of learner's individual risk assessments, support plans and positive behaviour support plans and ensure they are followed in all aspects of their support at college.
- To support learners to progress in their confidence and develop independence in their educational, social and work related learning through the use of teaching and learning strategies as directed by seniors within the team.
- To support learners to record and report on their own progress in relation to their targets and EHCP outcomes, as well as completing records to evidence progress as required.

- To record, report and contribute to daily and weekly reviews of learner's progress with regard to their education, social development and behaviours of concern.
- To participate in self-reflection which will enable personal and centre development resulting in the on-going progress of learners and the centre as a whole.
- To create and develop learning resources and teaching materials as directed by the lecturer and therapeutic team.
- To follow guidance from the lecturer/therapy team, and support the review of progress for learners toward achieving their targets and EHCP outcomes.
- To demonstrate a commitment to the safeguarding of children and young adults in all aspects of the role.
- To support students to access their health and well-being programmes as directed by the lecturer/therapy team.
- To physically support learners as they walk which can include pushing wheelchairs as well as supporting learners to access their sensory diets and behaviour support strategies (including, but not inclusive of, walking long distances, running/jogging as required, cycling, swimming and trampolining).
- To, following training, support learners with all aspects of their personal and intimate care throughout the college day.
- To, following training, support students in the administration of medication as required. This includes recording and reporting on the process.
- To participate in the planning, recording and evaluation of learning programmes for individual learners with the teaching team.
- To set-up and maintain learner's communication devices and support them to use them as required by the lecturer/therapy team.
- To act as a mentor for colleagues to develop their skills & understanding as well as your own.
- To, on occasion, use own initiative to make a best interest decision around an activity or learning task based on learner feedback and behaviours.
- To hold, or be willing to work towards, a qualification relevant to working with adults with learning disabilities, complex needs, behaviours of concern and/or Autistic Spectrum Disorder
- To, following training, act as a first aider both on and off site
- To, following training, be responsible for carrying and administering emergency medication which could include buccal midazolam and auto-injectors
- To, following training, implement the principles of Positive Behaviour Support and hold an in date team teach certificate to enable you to work with young adults who display behaviours of concern on a daily basis
- To, as directed, liaise with/report on progress to parents and carers

General Duties:

- To participate in staff development activities including attending training on Positive Behaviour Support and Physical Intervention Strategies and to demonstrate a commitment to reflective practice and continuing professional development.
- To work across both of the centre sites as required (Aurora 1 and Aurora 2, both based at Merton campus).
- To promote and implement college policies and centre procedures in all aspects of your role e.g. Safeguarding Children and Vulnerable Adults, Health and Safety, Positive Behaviour Support, Equality and Diversity etc
- To keep up-to-date with QA initiatives and to develop and meet service standards for the area of work.
- To propose any ideas which may help to promote and extend the Group's reputation and efficient running of the Group.
- To work safely, consider the safety of others and work within the guidelines stated in the Group Health and Safety Policy
- To be available to assist in enrolment and other procedures, which may require occasional evening and weekend work.
- Undertake other duties as may be required by the Group Leadership Team or their representatives, in order to ensure the efficient functioning of the Group.

As a list of general duties, the above is not exhaustive. The work of the Group as a whole is expected to develop and the holder of the post will be required to work flexibly with colleagues to facilitate this development.

Additional Information

This Job Description / Specification is subject to periodic review.

This post is 28 hours per week for 38 weeks per year

Salary scale: £13,959 - £14,813 per annum inc. London Weighting, pro rata (£21,699 - £23,027 p.a. including London weighting allowance Full Time Equivalent)

Person Specification
Learner Support Worker
Progression Pathways – Aurora Centre (Merton)
(0.6433Term Time Only)

Person Specification, Experience and Qualifications

	Personal Skills Characteristics	Essential	Desirable
1.	A passion for seeing people with learning disabilities reach their own potential and in promoting the equal human rights of everyone, regardless of disability.	✓	
2.	Experience of working, caring or doing voluntary work with people who have disabilities	✓	
3.	Experience of working in an educational environment		✓
4.	Experience of working with people with learning disabilities, ASD and/or complex needs on 1:1 basis e.g. in their home/community/education		✓
5.	Able to contribute to team planning and delivery of sessions by providing feedback on sessions, making developmental suggestions, creation of resources, following and interpreting session plans, guidelines and procedures	✓	
6.	Experience and ability to work as part of a team	✓	
7.	Able to communicate effectively at all levels with learners, staff and professionals using a variety of tools and methods which include spoken, sign, written, gestural, pictorial and body language	✓	
8.	Able to complete legible, factual and timely records for individual learners achievements using a variety of recording tools and ICT systems	✓	
9.	Able to work with and take responsibility for supporting individual learners and groups of students, who may communicate using behaviours of concern in a variety of environments (inclusive of home, community, college and work placements)	✓	
10.	Able to support learners to have their needs met both in college and the community which will include pushing learners in wheelchairs, walking & potentially running in the community, completing personal and intimate care and coping with emergencies	✓	
11.	Able to work alongside learners to support them to manage their physical and emotional behaviours concern including use (where necessary) of physical interventions	✓	
12.	Able to recognise the students as adults and individuals in their own right and to reflect this during all interactions with the students and within the choice of activities you support them with	✓	
13.	Commit to and promote the safeguarding and welfare of children and vulnerable adults	✓	
14.	Commit to and promote the colleges policies and procedures for equality and diversity	✓	
15.	Have a level 2 qualification in Maths and English		✓
16.	Have or be willing to work toward achieving qualifications relevant to working with people with learning disabilities and complex needs / working in education		✓
17.	Able to work flexibly throughout the week/term/over the year by prior agreement	✓	