



Job title: Inclusion and Support Trainer (Inclusion Curriculum) Reporting to: Team Manager Base: Broomfield Hall	
Hours	37 hours per week, 52 weeks per year
Contract Type	Support
Holidays	20 days per year pro rata subject to service increases (5 days increase after 5 years); plus 6 College closure days per year pro rata where applicable and 8 statutory days per year pro rata
Salary	£25,167 per annum
Job Purpose	
<p>This role is to work proactively in ensuring our students access a full range of personalised learning activities to support preparation for adulthood and meaningful adult lives. The role is fundamental in ensuring students are ready for positive progression and are well-prepared to be confident and successful in life and work.</p> <p>Working with the Inclusion Curriculum Team to:</p> <ul style="list-style-type: none">• Collaborate with students and their circle of support to create robust, meaningful and person-centred support plans.• Implement robust initial assessment and baseline profiling systems.• Personalise programmes to meet individual needs and EHCP outcomes.• Provide highly effective delivery in a range of contexts and environments, including small groups and full class sessions.• Undertake required CPD and research into specific inclusion needs.• Be an ambassador of inclusive practice in wider college context.	
Key Responsibilities	
<ul style="list-style-type: none">• To inspire and motivate students, supporting them to exceed expectations and challenge negative stereotypes.• To undertake duties to assist the Team Manager in the organisation and management of provision within the area.• To work flexibly and responsively in all elements of the Inclusion Department as required to meet business needs.• To be responsible for the management / development of agreed elements of the provision• To employ and model strategies and procedures that provide inclusive person-centred support.• To support the transition of students into college through visits, tours and other familiarisation activities.• To contribute to enrolment and induction activities, including information/advice/guidance (IAG), and towards specific outcomes of individual learning plans (ILP) in negotiation with students.• To create individualised support plans and deliver/facilitate personalised support activities for students.• To provide specialist skills and knowledge to support teaching / support staff in the development and education of young people.• To make effective use of specialist aids, resources, equipment.• To direct support staff.• To provide pastoral support for identified students.• To work collaboratively within the Inclusion Curriculum team to co-ordinate and deliver effective delivery and support for students with learning difficulties / disabilities.• To assist in planning and carrying out initial and ongoing assessment of students.• To contribute to the setting and monitoring of student targets.	

- To assess and track student starting points, support needs, progress and achievement, within a RARPA framework.
- To plan, prepare and deliver appropriately personalised and differentiated learning activities, within an agreed system of supervision and support.
- To produce / differentiate teaching and learning resources.
- To lead on delivery of learning activities to groups of students.
- To lead on delivery of enrichment activities.
- To provide cover in the absence of teaching staff.
- To contribute to the preparation of reports on student progress and the collation of information to support student reviews.
- To attend meetings and report on the progress of supported students.
- To undertake personal care if required.

General Responsibilities

- To provide a professional customer service to both internal and external customers.
- To ensure that quality standards are set, monitored and reviewed in all areas of our work.
- To demonstrate flexibility in responding to changing demands in personal, sectional or the College's workload.
- To take responsibility for one's own professional development and continually update as necessary.
- To comply with all relevant policies and to assist in the development of Inclusive practices to make reasonable adjustments under the Equality Act.
- To comply with all Health and Safety policy, Child Protection and Risk Assessment policy and legislation in the performance of the duties of the post.
- To take reasonable care of your own health, safety and welfare and that of any other person who may be affected by your actions or omissions whilst at work. You are also required to co-operate with the College to enable it to fulfil its legal obligations. Appropriate information, instruction, training and supervision will be provided to enable you to perform your duties in a manner that is deemed safe and without risk to health
- Proactively promote and comply with all relevant College practice, guidelines, policies and procedures, and legislation, including but not limited to: Safeguarding, Equality and Diversity, Health and Safety, and Data Protection.
- To carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job

Competencies

Essential

- Excellent practice in teaching, learning and assessment
- Excellent and responsive interpersonal / communication skills
- Adaptability and flexibility
- Independent working and working as part of a team
- Organisation and time management
- High expectations of self, colleagues and young people
- Commitment to the safeguarding of young people

Knowledge and Experience

Essential

- Knowledge of the Equality Act 2010
- Knowledge of current approaches and research around inclusive practices for specific learning difficulties/disabilities
- Knowledge of and commitment to the social model of disability
- Understanding of how to support education and personal development
- Understanding of a variety of assessment methods to meet the diverse needs of our students
- Knowledge of and ability to develop and use RARPA
- Knowledge of learning programmes including Functional English and Maths, personal development and social skills

Desirable

- Knowledge of SEND reforms and the development of Education, Health and Care Plans.
- Knowledge of Preparation for Adulthood

Qualifications**Essential**

- Level 3 Teaching qualification and/or an LSA/HLTA qualification
- Level 2 English
- Level 2 Maths

Desirable

- Minimum Level 2 Principles of Working with Individuals with Learning Disabilities or equivalent (willing to continue specialist professional development)