**Job Description**



For Positions within Education

This form is used to provide a complete description of the specific job (or role) and defines the skills, knowledge and abilities required to undertake the specific and generic role profile.

# Section A: Specific Role Profile

The specific role profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the job role and a brief description of the main duties.

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| Role Details | | | |
| Job Title: | Learning Pod Keyworker (TA3) | JEID | S0059 |
| Salary Grade: | Scale H Point 14 – Point 18  37 hours per week, term-time plus 5 training days | | |
| Organisation / School: | Exhall Grange Specialist School | | |
| Primary Location: | Exhall Grange Specialist School | | |
| Political Restriction: | This position is not politically restricted | | |
| Responsible to: | Learning Pod Manager and Headteacher | | |

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| Role Purpose |
| This is an exciting opportunity to work within the Exhall Grange Learning POD, an innovative development within Warwickshire’s Vulnerable Learner’s Strategy. The post is to support the work of a team of specialist staff who are creating a small learning environment for key stage 4/5 pupils.  The pupils, from mainstream settings, have acute mental health needs arising from their complex communication and interaction presentation. The successful candidate must have direct and recent experience of working with pupils with autism/complex communication and interaction needs. |
| Role Responsibilities |
| To work under the guidance of the Pod Manager   * To take allocated cases and manage them with oversight supervision from the Senior Leadership Team. * To support the delivery of an educational curriculum where appropriate. * To record involvement and assessment information and report back to other professionals and the Learning Pod Manager. * To attend reviews as appropriate including Annual Reviews of Education Health Care Plans. * To liaise and work with staff from other agencies and to implement strategies suggested by health and social care professionals to support the student’s social communication and Mental health needs. * To undertake appropriate continuous professional development and improve knowledge and skills of working with children and young people who have barriers to learning. * To actively participate in supervision, to support the welfare of staff and pupils. * To read and understand individual Educational, Health and Care Plans and School Based Plans. * To establish productive working relationships with pupils, acting as a role model and setting high expectations. * Work in partnership with the teaching staff to ensure that appropriate differentiated learning activities are planned, delivered and monitored regularly, in order that pupils are working towards the expected outcomes. * To liaise sensitively and effectively with parents/carers, as agreed with the Pod lead, within the role/responsibility and participate in feedback sessions/meetings with parents/carers as directed. * To prepare and maintain, as part of the team, a welcoming and Autism friendly designed environment that can support the pupils wellbeing. * Contribute to the organisation's responsibility to safeguard and promote the welfare of children and young people following WCC policies and procedures. * To transport pupils in your own vehicle to activities, as required. * To help to support educational programmes for a small group of pupils. * To facilitate social opportunities for a small group of pupils. * To liaise as required with families, professionals, and teaching staff. * To deliver life skill programmes and interventions as required. * To deliver wellbeing interventions as required. * To participate in staff appraisals whilst striving to be your best self at all times. * To ensure safeguarding policies are followed at all times. * To maintain and develop professional knowledge and skills sets. * To transport pupils in your own vehicle to activities, as required |

# Section B: Person Specification

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job.

Each of the criteria listed below will be measured through; the application form (A), exercise (E), an interview (I), or documentation (D).

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| Essential Criteria | Assessed By: |
| Significant recent direct working with young people with complex communication and interaction needs, including autism. | A, I |
| A thorough understanding of autism spectrum disorders. | A, I, E, D |
| Recent experience of working with young people who demonstrate challenge. | A, I |
| Relevant qualifications NVQ level 4 or above. | A, D |
| Recent experience working within a school at key stage 3 / 4 delivering a mainstream curriculum. | A, I |
| Ability to differentiate work with a high degree of creativity . | A, E |
| Confidence to take responsibility for a learner outside of a learning environment. | I, E |
| Excellent inter-personal and communication skills. | A, I |
| Knowledge of safeguarding issues and processes. | A, I |
| An ability to travel effectively across the whole county in line with service policy and practice. Having access to a motor vehicle with business insurance cover. | A, I |
| Desirable Criteria | Assessed By: |
| Specialist qualification in Autism or mental health | D |
| Direct experience of working within a mental health setting | A, I |
| Ability to devise and deliver intervention programmes | A, I, E |

We are committed to Safeguarding and promoting the welfare of all those we serve, as well as complying with best practice in the application of safeguarding. Therefore, as this role requires working with Children or Vulnerable Adults a DBS Disclosure will be required as part of the pre-employment checking process, and rechecking will be required as and when determined by the relevant policy.

# Section C: Working Conditions

The working conditions relate to those non-contractual elements of the job that may impact on the holder of the position, as well as those workplace-based responsibilities that are part of this job. These are not contractual but provide a guide to the working conditions and the potential hazards and risks that may be faced.

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| Health & Safety at Work |
| To take responsibility for your own health, safety and wellbeing, and undertake health and safety duties and responsibilities for your role as specified within Warwickshire County Councils Health and Safety Policy, and all other relevant health and safety policies, arrangements, procedures, systems of work as specified for the post/ role. |

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| Potential Hazards & Risks | | |
| The potential significant hazard(s) and risk(s) for this job are identified below (those ticked). The purpose of recording this information on the job description is so that the health status of the potential and actual post-holders can be assessed with regard to the significant hazards and risks. These hazards and risks should be based on the appropriate activity, process and/or operation risk assessment whereby all of the significant risks are identified, recorded and appropriately controlled. The list below is therefore not an exhaustive list because it is the risk assessment that details all significant risks that could arise out of or in connection with the work activity, but any others will be identified in the ‘other’ section. | | |
| Provision of personal care on a regular basis | | Driving HGV or LGV for work |
| Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects | | Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or WCC vehicle for work purposes) |
| Working at height/ using ladders on a regular/ repetitive basis | | Restricted postural change – prolonged sitting |
| Lone working on a regular basis | | Restricted postural change – prolonged standing |
| Night work | | Regular/repetitive bending/ squatting/ kneeling/crouching |
| Rotating shift work | | Manual cleaning/ domestic duties |
| Working on/ or near a road | | Regular work outdoors |
| Significant use of computers (display screen equipment) | | ⌧ Work with vulnerable children or vulnerable adults |
| Undertaking repetitive tasks | | ⌧ Working with challenging behaviours |
| Continual telephone use (call centres) | | Regular work with skin irritants/ allergens |
| Work requiring hearing protection (exposure to noise above action levels) | | Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres) |
| Work requiring respirators or masks | | Work with vibrating tools/ machinery |
| Work involving food handling | | Work with waste, refuse |
| Potential exposure to blood or bodily fluids | | ⌧ Face-to-face contact with members of the public |
| Other (please specify): |  | |