

JOB DESCRIPTION/PERSON SPECIFICATION

Job Title:	Inclusion Facilitator
Responsible to:	SEN Manager
Responsible for:	Not applicable

1.	Job Purpose:
1.1	<p>Inclusion Facilitator may be in a class to support one particular learner, a group of specific learners, on a 1-1 basis or in general for the whole class. The following areas will be pertinent to this role:</p> <ul style="list-style-type: none"> • ADD/ADHD • Dyslexia • Dyspraxia • Dyscalculia • ESOL • Asperger`s Syndrome • Mental Health • Learning Difficulties/Disabilities • Irlen Syndrome • Blind/partially sighted • Deaf/hearing impaired • Physical disabilities • Social emotional and behavioural difficulties

2.	Key Responsibilities:
2.1	Facilitate the student`s access to and participation in the programme.
2.2	Support the tutor/s who deliver/s the programme.
2.3	Promote student learning.

3.	Specific Duties:
3.1	Coordinate with the SEN Manager workloads of Inclusion Practitioners.
3.2	With guidance from the teaching staff, support learners in tutor designated activities in the teaching situation on a one-to-one, small group or whole class basis.
3.3	Helping organise student files.
3.4	Focusing the learner on the instructions and meaning of the learning activity and by liaising with the tutor, ensuring that the student understands the task in hand.
3.5	Promoting the confidence, motivation and providing guidance and encouragement to the student in whatever learning activities s/he is undertaking.
3.6	Contributing to the student/s record keeping system.
3.7	Encouraging the student/s to integrate into the learning group.
3.8	You may need to supervise the student/s out of class times where appropriate, be responsible for meeting certain students on arrival at College and escorting them to the Refectory, taxi etc at the end of the session.
3.9	Support the student/s in research/information seeking related to studies.
3.10	Accompany the student/s on external visits.
3.11	Support student/s personal care needs as appropriate.
3.12	Work in close partnership with vocational, subject specific and specialist tutors, including other members of the Additional Learning Support Team.
3.13	Ensure that any specialist equipment/materials are in class for the start of the session, are in good working order & safely stored at the end of the session. Assist in the setting up of equipment to support student/s e.g. tape recorders etc.
3.14	In consultation with the appropriate member of staff responsible for transport arrangements, make any adjustments to the arrangements as necessary, keeping the appropriate team leader informed.
3.15	Contribute to the Additional Learning support screening/assessment process as deemed appropriate.
3.16	Undertake administrative duties related to Additional Learning Support.
3.17	Assist in the adaptation of materials as deemed necessary.
3.18	Support student/s at evening/Saturday sessions as required.
3.19	Work within the Partnerships Quality systems.

4.	Budget Responsibility:
4.1	The post holder is required to ensure that the areas under their responsibility achieve budget on a monthly/ annual basis. The post holder will be required to observe and comply with the financial regulations of the Partnership at all times. (if no budget responsibility state “The post has no specific budget responsibility other than the general requirement to ensure that any spending they are responsible for is undertaken in accordance with the Partnership’s purchasing and financial regulations.

5.	Continuing Professional Development:
5.1	The post holder will proactively take part in the Partnership Appraisal (PDR) process and will appraise any staff they are responsible for.
5.2	The post holder must undertake all training deemed mandatory by the Partnership (e.g. Safeguarding, Equality and Diversity and Health and Safety) and will be expected to attend all other relevant training and continuous professional development events. They are responsible for their own professional updating

6.	Health and Safety:
6.1	<p>The post holder will be required:</p> <ul style="list-style-type: none"> • To take reasonable care to safeguard their own safety and that of others with whom they work; • To cooperate with designated officers named by the Governors and/or the Principal and any other designated Institute manager to enable the Institute to comply with its obligations under Health and Safety legislation. • Not to interfere with or to misuse anything provided in the interests of health and safety or welfare. • To report immediately any defects in plant, equipment or the environment

7.	Equality and Diversity:
7.1	The Partnership is committed to the provision of equal opportunities and strives to ensure that unfair discrimination does not occur. All employees have a duty to ensure unfair discrimination does not occur and to support the implementation of the Partnership’s Equality policy as appropriate.

8.	Safeguarding Children and Vulnerable Adults:
8.1	The Partnership recognises that it has a statutory and moral duty towards safeguarding the welfare of children, young people and, if appropriate, vulnerable adults who participate in any Institute group activities and expects all staff to share this commitment. All safeguarding mandatory training and updating must be undertaken (see 5.2)

9.	TEC Partnership Policies and Procedures:
9.1	All staff are required to be aware of and comply with all TEC Partnership Policies and Procedures which are accessed via the Virtual Learning Environment.

Note

This job description is current as at the date of your appointment. In discussion with your line manager your post description may be varied at any time to reflect or anticipate changes in or to the post and you may be required to undertake other duties commensurate with the grade of your post.

Please see following page for Person Specification

Qualities	Specific Requirements	E	D
Qualifications and Training	Level 2/GCSE English and Maths	E	
	Level 2 recognised qualification in Additional Learning Support or equivalent e.g City & Guilds, Ptlls, Cert Ed, PGCE	E	
	Level 3 recognised qualification in Additional Learning Support or willingness to work towards	E	
Specialist Knowledge	Interest in current issues & knowledge of Specific Learning Difficulties (SpLDs), disabilities	E	
	D/deaf awareness	E	
	Ability to support specific learning difficulties, disabilities as defined in 1.1	E	
	Knowledge of Further Education establishments and the specific support of FE learners		D
Experience	Experience of working with young people and adults with varying levels/ranges of specific learning difficulties, disabilities, sensory impairments and social emotional/behavioural difficulties	E	
	Good ICT/administration skills	E	
	Experience of delivering personal care		D
	Up to date CPD record		D

	Experience of co-ordination of staff		D
Skills and Attributes	<p>Excellent communication and interpersonal skills</p> <p>Willingness to develop self and others</p> <p>Good organisational and administrative skills</p> <p>Ability to work as part of a team</p> <p>Awareness of Equal Opportunities issues</p> <p>Ability to work to Quality Standards</p> <p>Awareness of duty to safeguard young people and vulnerable adults.</p> <p>Ability to build relationships of mutual trust and respect</p> <p>Ability to work with integrity at all times</p>		
Other	<p>DBS check carried out on appointment</p> <p>Fit for the duties of the post</p> <p>Ability to drive and access to a vehicle</p>	<p>E</p> <p>E</p> <p>E</p>	

Qualities identified and determined by:

E = Essential

D = Desirable