

Isle of Man Department of Education, Sport and Culture

Education Advice and Support

Job Description

Post Title: Education Support Officer

Hours: 26 hours per week, term time only.

Responsible to: Specialist Provision Centre Manager

Grade: Level 2 ESO (Education Support Officer) / Pay Band 7

Salary Grade: £28,426 - £34,289 Pro Rata Per Annum

Location: Based initially in the Specialist Provision Centre (SPC) at Onchan, however, it may be necessary to vary this place of work should other priorities arise.

Main Purpose of Job

To work as part of the school team to support learners with moderate, severe, and complex needs. This role is based in the Specialist Provision Centre working with learners who may have social/emotional, behavioural, physical, sensory, and/or learning difficulties/disabilities.

The Isle of Man is committed to providing inclusive education and SPCs provide highly personalised learning provision for learners who require a curriculum and provision that is significantly different to that ordinarily available in a school.

Job Responsibilities

At Level 2, job responsibilities will be to work under the instruction/guidance of the SPC Manager and teaching staff to undertake work/care/support programmes to enable access to learning for all learners. This will include attending to learner's personal and medical needs. Training will include completing and passing medical competencies as required. Work may be carried out in the SPC, the wider school environment, or during offsite activities.

Support for learners

- Promote the inclusion and acceptance of all learners.
- Provide support for all learners, particularly those based in the SPC, ensuring their safety, and enabling them to access learning activities as independently as possible.
- Attend to learners' personal needs and provide advice to assist in their social, health & hygiene, and life skills development.
- Encourage learners to interact with others and engage in activities led by teachers and the SPC Manager.
- Assist school/SPC staff with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Support provision for learners with special needs including in the wider school environment and on offsite visits.
- Establish productive working relationships with learners, acting as a role model.
- Promote the speedy and effective transfer of learners across phases including reintegration of those who have been absent.
- Challenge and motivate learners and promote and reinforce their self-esteem.

- Provide feedback to learners in relation to progress, achievement, behaviour, attendance etc.
- Support enrichment and extra-curricular activities as appropriate.
- Following relevant medical training this role will utilise skills to carry out, for example: enteral peg feeding; suction training; catheterisation; administering medication; and other medical care duties within the scope of their competencies and in line with the relevant risk assessments/framework/policies. Other members of staff who are suitably trained and qualified will be available to support as required.

Support for SPC manager and teachers

- Create and maintain a purposeful, orderly, and supportive environment, in accordance with lesson plans and assist in the display of learners' work.
- Use strategies, in liaison with the SPC Manager/teachers, to support learners to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor learners' responses to activities and accurately record achievements and progress as directed.
- Provide detailed and regular feedback to teachers on learners' achievements, progress, problems etc.
- Promote positive learner behaviour, dealing promptly with conflicts and incidents in line with established policy and encourage learners to take responsibility for their own decisions/behaviour.
- Establish constructive relationships with parents/carers.
- Provide administrative support e.g. photocopying, filing, administer coursework etc.

Support for the curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to learner responses and needs.
- Support the use of ICT in learning activities and develop learners' competence and independence in its use.
- Prepare, maintain and use any specialist equipment/resources required to meet the diverse needs of learners.
- Undertake programmes linked to learning strategies.
- Under the direction of the SPC manager/ teacher work with other professionals and agencies to provide/support/deliver effective interventions specific to individuals or small groups of learners.

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the education setting.
- Under the direction of the teacher communicate with other agencies and professionals and establish constructive relationships to support the achievement and progress of learners.
- Attend and participate in regular meetings.

- Participate in training and performance development and other learning activities as required.
- Accompany and support individuals and groups of learners on visits and during offsite learning activities including when being transported.

The line manager for this post will be the SPC Manager or their designated representative, who is also responsible for performance management of the role. The Head Teacher or designated senior lead will be responsible for all aspects of your management including health and safety in the workplace, and attendance at work.

Protection of young people

All applicants should note that, to fulfil its responsibilities in relation to the protection of young people, the Department of Education, Sport, and Culture will ask the police to check for any record of convictions or cautions on successful candidates.

Applicants will be required to complete a Police Check following a successful application. Failure to complete and return this form will prevent any further consideration to an application. All information supplied by the Police will be destroyed once a decision has been taken.

Safeguarding

The Department of Education, Sport and Culture is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff are required to undertake training regarding the safeguarding and welfare of children and young people, and the Department commits to providing this training e.g. via induction, on-line, briefings at staff meetings inset days etc., as appropriate.

All staff have a responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact and to adhere to, and ensure compliance with, the Isle of Man Safeguarding Children's Board Inter Agency Child Protection procedures and the school's Child Protection Policy at all times. If, while carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of young people in the school, they must report any concerns to the designated Child Protection Officer.

Person Specification

| Specification | Essential Desirable | Method of Assessment |
|--|------------------------|--------------------------|
| Qualifications and Experience | | |
| GCSE Maths & English Grades A* (9) - C (4), or Key Skills Level 2 Application of Number & Communication Awards or Functional Skills Mathematics and English at Level 2; | E | CV/Pre-employment checks |
| Teaching Assistant NVQ Level 2 or equivalent (e.g. Level 2 Certificate for Teaching Assistants, Children's Care, Learning and Development NVQ Level 2, etc); or a relevant higher-level qualification. | D | CV |
| Experience working with relevant age children/young people | E | CV/Interview |
| Knowledge & Skills | | |
| Ability to provide curriculum & pastoral support to learners with moderate, severe and profound multiple learning difficulties/disabilities with support from the SPC Manager/Teacher/Senior Support Officers. | E | CV/Interview |
| Experience of attending to children's personal needs and assisting in their social, health & hygiene development. This includes completing medical competencies. | D | CV/Interview |
| Ability to establish productive working relationships with staff and learners, acting as a role model. | E | Interview |
| Work as part of a team to contribute towards assessment of learners and provide input into the development of curriculum provision, small step planning and individual education plans and targets. | E | CV/Interview |
| Able to assist teaching staff in the production of Education / Behaviour / Support / care plans & risk assessments. | E | CV/Interview |
| Provide appropriate support for distressed learners. | E | CV/interview |
| Work as part of a team to support the speedy/effective transition of learners across education phases. | E | CV/Interview |
| Provide support, information and advice to enable children and young people to make choices about their own learning and behaviour. | D | Interview |
| A good working knowledge of strategies to promote the engagement of children and young people with complex needs in activities including, with teacher support, planning effective actions for learners at risk of underachieving and removing barriers to learning. | E | CV/Interview |
| An understanding of the range of support services/providers available. | D | Interview |
| Ability to self-evaluate learning needs and actively seek learning opportunities to further develop your skill set. | E | Interview |
| Ability to challenge and motivate children, promote and reinforce self-esteem including providing feedback. | D | Interview |
| Experience of working with learners on the autistic spectrum, who have significant communication and behavioural challenges. | D | Interview |
| Able to work constructively as part of a team, understanding classroom roles and responsibilities. | E | Interview |
| Self-organiser - able to prioritise workload. | E | Interview |
| Sound communication and interpersonal skills, both written and oral. | E | CV/Interview |

| Personal Qualities | | |
|--|---|-----------------------|
| Able to establish productive and mutually respectful relationships with children, young people and adults. | E | Interview |
| Commitment to equal opportunities and inclusion. | E | Interview |
| Flexibility and adaptability along with the ability to use own initiative. | E | CV/Interview |
| Warmth and approachability, sense of empathy for learners. | E | Interview |
| Have high expectations of learners and celebrate success. | E | Interview |
| Able to establish productive and mutually respectful relationships with children, young people and adults. | E | CV/Interview |
| Be a reflective practitioner. | E | Interview |
| Enthusiastic and positive approach. | E | Interview |
| Other Relevant Requirements | | |
| Physically able to carry out the requirements of the role. | E | Pre-employment checks |
| Satisfactory police check. | E | Pre-employment checks |
| Isle of Man worker. | D | Application |