

Isle of Man Department of Education, Sport and Culture

Education Advice and Support

Job Description

Post Title: Education Support Officer

Hours: 32 hours 30 minutes 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 QE2 High School, 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.

It is the aspiration of the Department of Education, Sport and Culture for all its young people that they should have the 'Freedom to Flourish' by becoming:

- Successful learners
- Responsible and aware individuals
- Confident and self-assured people
- Purposeful contributors to the Island's society.

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 and English Language Grades A* (9) – C (4), or Key Skills Level 2 Application of Number and Communication Awards; or Functional Skills Mathematics and English at Level 2; and experience of working with relevant age children/young people.	E	CV
Teaching Assistant NVQ Level 2 for or equivalent (e.g. Level 2 Certificate for Teaching Assistants, Children's Care Learning and Development NVQ Level 2); or a relevant higher-level qualification.	D	CV
Ability to provide curriculum & pastoral support to pupils with moderate, severe and profound multiple learning difficulties/disabilities in an education setting 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
Work as part of a team to contribute towards assessment of pupils and provide input into the development of curriculum provision, small step planning and individual education plans and targets.	E	CV/Interview
To assist teaching staff in the production of Education/Behaviour/Support/Mentoring plans/care plans & risk assessments.	E	CV/Interview
Provide appropriate support for distressed pupils.	E	CV/Interview
Work as part of a team to support the speedy/effective transition of pupils 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	CV/Interview
Ability to challenge and motivate children, promote and reinforce self-esteem including providing feedback.	D	CV/Interview
Experience of working with students on the autistic spectrum, who have significant communication and behavioural challenges.	D	CV/Interview
Knowledge & Skills		
Working knowledge of curriculum areas appropriate to the setting and other relevant learning programmes in a primary/secondary school setting.	D	CV/Interview
Ability to establish productive working relationships with staff and pupils, acting as a role model.	E	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 pupils at risk of underachieving and removing barriers to learning.	E	CV/Interview
An understanding of the range of support services/providers available.	D	CV/Interview
Ability to self-evaluate learning needs and actively seek learning opportunities to further develop your skill set.	E	CV/Interview
Able to work constructively as part of a team, understanding classroom roles and responsibilities.	E	CV/Interview

Self-organiser - able to prioritise workload.	E	CV/Interview
Ability to relate well to young people and adults.	E	Interview
Personal Qualities		
Able to establish productive and mutually respectful relationships with children, young people and adults.	E	CV/Interview
Commitment to equal opportunities and inclusion.	E	Interview
Flexibility and adaptability along with the ability to use own initiative.	E	CV/Interview
Able to celebrate success.	E	CV/Interview
Warmth and approachability, sense of empathy for learners.	E	Interview
Have high expectations of pupils.	E	Interview
Able to establish productive and mutually respectful relationships with children, young people and adults.	E	CV/Interview
Sound communication and interpersonal skills, both written and oral.	E	CV/Interview
Be a reflective practitioner.	E	Interview
Enthusiasm, optimism and a solution focussed problem solver.	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