

## **ADVERT**

# **Autism Support Practitioner (Maternity Cover)**

**Ref: ME2425017**

**(Post is fixed term maternity cover for a period of 1 year or until the post holder returns, whichever is sooner)**

**Hours: 29.6 hours per week, 52 weeks per year annualised hours. 855 full time equivalent annual teaching hours**

**Salary: In the range of £30,581 - £36,454 per annum pro-rata, actual salary in the range of £24,464 - £29,163 per annum (Dependent on skills, experience and qualifications)**

**Reporting to: Assistant Principal**

**Primary Location: Northampton, Booth Lane Campus**

**Closing Date: Thursday 31<sup>st</sup> October 2024**

**Interview Date: Thursday 14<sup>th</sup> November 2024**

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## About Northampton College

Northampton College is proud to be the leading provider of further education in the South East Midlands region. As a College, who have been rated by Ofsted as 'good' with outstanding features, we are committed to developing the professional and technical skills of our students, who are the workforce and leaders of the future.

## The Team

The School of Academic & Vocational Support is an exciting team, which services all learning support across the college. The school contains many teams which comprise specialist teachers, practitioners, and support staff with diverse skills, that work with curriculum teams to support students in their learning. The roles within the school have a focus on supporting students with Special Educational Needs, and Disabilities, and helping support the learning and social development that students have missed due to the coronavirus pandemic. Support may be provided to students who have experienced previous challenges in accessing maths and/or English, or have medical, physical, sensory, life and social skills, emotional and/or mental health requirements, and the role has a focus on enabling students to learn independently. Student support plans may recommend access to a Learning Support Assistant (LSA) in their lessons, with this resource being managed centrally by the school.

## The Role

To work within the School of Academic and Vocational Support to provide expertise, knowledge and understanding of Autism and how it impacts teaching and learning to benefit students and staff.

To assess the support needs of students with Autism both at pre-entry and on-course, and provide necessary support tutorials to high needs students, and/or students with Education Health and Care plans, to foster independent learning skills and enable students to participate in the wider college environment. The post holder will also be responsible for advising curriculum staff on the most appropriate teaching, learning and assessment strategies for students with Autism.

To work with the Assistant Principal for Academic and Vocational Support to oversee and review the support provision across college for students with Autism who have Education, Health and Care Plans and/or are High Needs Students.

## The Successful Candidate

**The successful candidate's knowledge, skills, experience, abilities and qualities will include:**

- Relevant experience of working with young adults with Autism in school or college setting.
- Experience of assessing and supporting students with Autism to help them manage in college environment.
- Proven ability to teach students at a range of levels from Entry to Level 3.
- Current knowledge of requirements under the Equality Act 2010.

- Current knowledge of the SEND Code of Practice 2015 and its relevance to F.E. settings.
- Current knowledge of the Preparing for Adulthood Agenda.
- Experience of teaching students with additional needs and challenging behaviour.
- Strong IT skills and able to use Assistive Technology to support learning.
- Proven ability to work both independently and collectively within a team and with a range of colleagues across college.
- Excellent communication and interpersonal skills, both oral and written with the ability to work effectively with a wide variety of audiences both within and outside the college.
- High level of organisational and administrative skills as required for this post.
- Understanding of the need for, and commitment to an excellent pastoral care system to support students in their academic activities.
- Proven experience of implementing quality processes to ensure good teaching and learning.
- Emotional resilience in dealing with challenging behaviours.
- Flexible 'can do' approach and willingness to work outside of normal office hours when required.

### **Rewards and Benefits include**

- 53 days pro rata annual leave, comprising 42 personal days, pro rata (1 September – 31 August), including 8 bank holidays and 3 closure days. The College reserves the right to designate up to 3 closure days per holiday year
- Discounts through membership of the NUS, ranging from Student Prime (Amazon), to eating out, fashion, beauty, entertainment, technology and travel
- Eligible to join the Teachers' Pension Scheme (a defined benefit scheme including an employer contribution rate of 28.68%)
- Right to request flexible working from start date
- Access to continued professional development
- Free car parking and electric car charging facilities
- Gym facilities
- 24 hours per day, 365 days per year Employee Support Helpline
- Enhanced maternity/shared parental and paternity schemes
- Paid Compassionate Leave - up to five working days paid absence (in a rolling twelve-month period) on compassionate grounds in the event of bereavement or serious illness of a close relative)

If you would like to be a part of our successful team please go to <https://www.northamptoncollege.ac.uk/working-for-us.html> for further details on how to apply.

**This post will require a Disclosure and Barring Service (DBS) check**

# **Job Description & Person Specification**

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The College has a culture of high expectations and high achievement, with 95% of students passing their qualifications and 94% progressing into employment or further study. The expertise, professionalism and commitment of all our staff is critical to the students' and College's success as we strive for excellence in everything we do and our ambition to be an outstanding College.

## Values

- Strive to always be excellent
- Respect and support each other.
- Put students at the heart of our college.
- Ensure the wellbeing of staff and students, build resilience, and celebrate differences.
- Make sure employer needs are at the heart of our plans.
- Be a positive influence in our community.

## Working as part of the team

The School of Academic and Vocational Support Team are very proud to support Northampton College's culture of high standards, an inclusive working and learning environment, and a professional committed workforce who are focussed on supporting our students to achieve the best they possibly can. The School of Academic & Vocational Support is an exciting team, which services all learning support across the college. The school contains many teams which comprise specialist teachers, practitioners, and support staff with diverse skills, that work with curriculum teams to support students in their learning. The roles within the school have a focus on supporting students with Special Educational Needs, and Disabilities, and helping support the learning and social development that students have missed due to the coronavirus pandemic. Support may be provided to students who have experienced previous challenges in accessing maths and/or English, or have medical, physical, sensory, life and social skills, emotional and/or mental health requirements, and the role has a focus on enabling students to learn independently. Student support plans may recommend access to a Learning Support Assistant (LSA) in their lessons, with this resource being managed centrally by the school.

## Role Specification

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To work with the Assistant Principal for Academic and Vocational Support to oversee and review the support provision across college for students with Autism who have Education, Health and Care Plans and/or are High Needs Students.

## Expectations of the Post Holder

The post holder will undertake assigned responsibilities effectively and efficiently, and within regulatory and legislative requirements; achieve individual and faculty targets within the College's annual planning and staff performance review processes and budgetary constraints and:

- a. Actively promote equality and diversity, recognising and actively challenging stereotyping, prejudice and discrimination, ensuring that these principles permeate all teacher practices.
- b. Ensure effective quality control and continuous improvement in all aspects of this post, in keeping with the College's existing and developing quality assurance systems.
- c. Be committed to professional self-development, through participation in the College continuing professional development programme which includes industry based work shadowing, attending seminars, College staff development days and training events appropriate to the job role.
- d. Comply with and promote College Health and Safety policies and procedures and to undertake recommended Health and Safety training as and when necessary.
- e. Support cross college events such as Open Evenings and Enrolment sessions when required.
- f. Adhere to all College procedures.
- g. At all times seek to serve the best interests of the College.
- h. To provide cover for teaching and or related activities.

## Duties and Responsibilities

### Teaching

1. To undertake a teaching commitment as defined by the College, on average 855 hours per year during the academic year, either on or off site.
2. To teach using different methods so that all learners progress.
3. To plan learning programmes for groups of students, and to guide them through the learning process (target setting, action planning, review, progression).
4. To deliver learning, plan and undertake assessment on an agreed range of programmes, using an appropriate range of learning methods and activities, including new technologies. In this role to prepare appropriate essential documents including:
  - a. assessment plans
  - b. schemes of work
  - c. lesson plans
  - d. teaching & learning materials
  - e. individual learning plans
  - f. assignments
5. To mark student work in a timely fashion and provide good feedback to drive improvement. Including spelling, grammar, punctuation and to embed English and Maths to all lessons.
6. To act as a personal tutor and deliver tutorials.
7. To promote high attendance to College targets & follow up non-attenders as directed by the Area Head or Curriculum Manager.
8. To maintain accurate records of students' retention, achievement and attendance using e-registers, and provide reports on student progress as required, using electronic ILPs. To mark registers by the close of day.
9. To participate in team meetings and contribute to planning, development and review activities, including course review, self-assessment and other College QI procedures.
10. To undertake data checks as directed by Managers.

11. To provide outstanding learning experience to students, maximising and showcasing of the use of ILT.
12. To act as Course/Subject Leader if required.
13. To promote Equality & Diversity and Safeguarding in teaching and learning.
14. To promote British values and PREVENT.
15. Participate in formal and informal lesson observation and appraisal.
16. Taking responsibility for specific course organisation and curriculum development work.
17. To make a contribution to planning, development and evaluation of courses, course materials, assessments vehicles, either independently or as part of a team.
18. Being the agreed point of contact for a course.
19. Take responsibility for compiling and maintaining a programme management file for a course.
20. Liaise and report on candidate progress with the Business Centre
21. To teach in other areas as necessary.

### **Assessment**

1. To undertake assessment of students within the College, at the students' places of employment and placements as appropriate and necessary.
2. To set and / or invigilate students' examinations as appropriate and necessary.
3. To verify examination / assignment material as appropriate and necessary. Act as an Internal Verifier if required.

### **Student Recruitment and Support**

1. Undertake student recruitment, including the selection and interview process, and testing.
2. Undertake student enrolment, including pre-course advice and guidance, student enrolment, and induction. To contribute to Open Evenings, parents' evenings and similar events as required.



3. For students requiring Additional Learning Support, to devise/update Individual Learning Plans, including (where appropriate) identifying learning activities to be carried out by a Learning Support Assistant; and to make arrangements with the LSA for continual management of progress and up-dating of the Individual Learning Plans.
4. Using initial assessment and free writing results compile student profiles for each group.
5. To work co-operatively with staff and teams in other areas of the college in order to ensure an effective service to students.

#### **School Role**

6. To be prepared to act as a Course Team Leader or undertake other administrative roles within the Department or College.
7. To work as part of the course team, contribute to Course Team reports and team meetings.
8. To respond effectively to queries from students, colleagues and outside organisations.

#### **Marketing**

9. To take part in marketing activities as appropriate.

#### **Curriculum Development**

10. To contribute to curriculum development as appropriate. This includes identification of course requirements, planning, development and evaluation of courses and course material.

#### **Administration**

11. To undertake necessary organisational / administrative work.
12. To ensure student registers are accurate and that withdrawals are notified promptly as per College Policy for all classes taught / tutored.

#### **College Management Information System**

13. To ensure that accurate, complete and up-to-date data is held on the corporate and local databases and other information storage and retrieval systems.
14. To ensure class lists are correct.

#### **Research and Consultancy**

15. Where appropriate, undertake individual or collaborative research and consultancy work in consultation with the management of the Faculty.



### **Provision of External Training for Students**

16. Ensure relevant trips or work experience placements are organised for students where these are appropriate to the courses.

The above list is neither exhaustive nor exclusive, and the post holder will be expected to undertake any other duties within his / her capability and experience.



## Other Information

### Dignity, Diversity and Inclusion

Northampton College is proud of its diverse cohort of students and is committed, morally and through statute, to the values of equality, diversity and inclusion.

To embed this throughout the College we encourage and welcome applications for job vacancies from people of all backgrounds. Our recruitment and selection processes incorporate anonymity of protected characteristics at both the shortlisting of applications stage and through selection process, wherever feasible.

This, along with other measures that promote full and fair consideration of all applications, along with the College's implicit ethos of inclusion, enables the College to promote equality of opportunity and eliminate unlawful discrimination on the grounds of: sex; race; disability; age; sexual orientation; gender reassignment; religion or belief; marital status, or pregnancy and maternity.

All members of the College's staff community are required to adhere to, and promote, the College's values of respect for each other, dignity, diversity and equal opportunity, enabling the continual evolution of a culture of inclusion, where diversity and difference is embraced and open, positive discussion is genuinely valued.

As importantly, the College will not tolerate unlawful discrimination, harassment or victimisation within the organisation.

Northampton College prides itself on being the College of the community and its role in enabling access to education and the provision of an inclusive learning environment, where respect and differentiation in learning is fundamental to our students' success.


### Safeguarding

The College is committed to safeguarding the welfare of its students, staff and visitors.

Safeguarding checks, for example obtaining employment references and the completion of Disclosure & Barring Service (DBS) checks for all new/potential employees and regular visitors to the College, help ensure the safety of our College environment.

It is compulsory for all staff to complete safeguarding training both at the start of their employment and regularly throughout their employment to ensure they have the knowledge to fulfil their safeguarding responsibilities in respect to keeping children safe in education. This includes being able to work with students to develop their understanding of the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, and for those without faith.

The College has policies and procedures in place to deal effectively with child protection and safeguarding issues, including those which align with the PREVENT counter-terrorism strategy.



Additionally, the College has robust Safeguarding recording and monitoring processes which correlate with current safeguarding legislation.

### **Professional Development and Employee Performance and Development Reviews**

In addition to mandatory training in respect to Equality and Diversity, Safeguarding and Data Protection (and any other training that the College considers all members of the staff community to undertake), professional development opportunities are available to all members of staff to help them to reach their full potential within their role.

The ability of all members of our staff community to reflect on their performance and both areas of success/achievement and development is a fundamental aspect of the College's ability to continue to improve its quality and outcomes for students. In joining Northampton College, you will be expected, as a professional in your area of expertise, to continually seek ways to enhance your contribution to the organisation, with the annual Employee Performance and Performance review, with your line manager, being one element of this.

### **Health and Safety**

Under the Health & Safety at Work etc Act 1974, in addition to the College's responsibility to the welfare of its staff community, it is the responsibility of individual staff to take care of their own health and safety at work and that of others who may be affected by their actions.

All members of the College community are required to comply with health and safety obligations, including the prompt reporting of any defects, risks or potential hazards.

### **Data Protection**

The College's stakeholders should be confident that the College holds data in accordance with the Data Protection Principles of: Lawfulness, Fairness and Transparency; Purpose Limitation; Data Minimisation; Accuracy; Storage Limitation; Integrity and Confidentiality (Security), and Accountability.

As such, there are internal policies and controls in place to ensure that data is not lost, accidentally destroyed, misused or disclosed and is not accessed except by those authorised to do so in the performance of their duties. It is paramount that all usage and retention of data complies with the Data Protection Act 2018, General Data Protection Regulation (GDPR) and the Computer Misuse Act 1990 and that, as an employee you adhere with all protocols in this regard.

## Person Specification

The selection of candidates for short-listing will be based on this specification and candidates should bear this in mind when preparing their application and completing the application form.	Essential/ Desirable	Assessment Method
<b>Qualifications</b>		
<ul style="list-style-type: none"> <li>Educated to level 2 GCSE standards and/or relevant experience</li> </ul>	E	A
<ul style="list-style-type: none"> <li>Grade 4/C GCSE English and Maths</li> </ul>	E	A
<ul style="list-style-type: none"> <li>A relevant qualification at Level 4 or above/ degree level or an equivalent qualification in a vocational area.</li> </ul>	E	A
<ul style="list-style-type: none"> <li>A recognised Level 5 teaching qualification such as Certificate in Education, PGCE or equivalent, or willing to work towards from appointment in post</li> </ul>	E	A
<b>Experience Required</b>		
<ul style="list-style-type: none"> <li>Relevant experience in schools, colleges or industry</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Proven experience of implementing quality processes to ensure good teaching and learning</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Experience of working with young people with Autism in a FE setting</li> </ul>	E	A/S
<b>Subject Specialism/Expertise</b>		
<ul style="list-style-type: none"> <li>Understanding of ASD profile and impact on student experience</li> </ul>	E	A/S
<b>Knowledge/Skills/Aptitudes Required</b>		
<ul style="list-style-type: none"> <li>Proven ability or able to demonstrate aptitude to teach</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Experience of teaching students with additional needs and challenging behaviour</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Experience of embedding English and maths</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Strong IT skills and able to use ILT to support learning</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Proven ability to work both independently and collectively within a team and with a range of colleagues across college</li> </ul>	E	A/S

The selection of candidates for short-listing will be based on this specification and candidates should bear this in mind when preparing their application and completing the application form.	Essential/ Desirable	Assessment Method
<ul style="list-style-type: none"> <li>Excellent communication and interpersonal skills, both oral and written with the ability to work effectively with a wide variety of audiences both within and outside the college</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>High level of organisational and administrative skills as required for this post</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Understanding of the need for, and commitment to an excellent pastoral care system to support students in their academic activities</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Flexible approach to work and work area, working outside normal hours when reasonably required to do so</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Understanding of the benefits of equality, diversity and inclusion within society</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Understanding of safeguarding as it pertains to the Further Education Sector</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Understanding of the principles of Data Protection</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Ability to travel effectively, for example to other College campuses (Daventry and Northampton)</li> </ul>	E	A/S
<b>Qualities</b>		
<ul style="list-style-type: none"> <li>Strong work ethic</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Collegiate</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Innovative</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Flexible</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Team, customer and organisation focussed</li> </ul>	E	A/S
<ul style="list-style-type: none"> <li>Reliable</li> </ul>	E	A/S
<b>Level of Physical Ability and Activity</b>		
<ul style="list-style-type: none"> <li>Occasional lifting may be required</li> </ul>	E	A
<ul style="list-style-type: none"> <li>Need to move around site will be required</li> </ul>	E	A

**E** = Essential **D** = Desirable **A** = Application Form **S** = Selection Process

## Teaching Pay Band and Points

The full contractual obligations of teaching staff are set out in the Contract of Employment. These duties may include, but will not be limited to:

### Band A, points 1-4

- All forms of pedagogic work including classroom teaching, income earning courses, tutorial work and associated outreach duties, open and distance learning courses and learner placements.
- Associated organisational and administrative work, preparation and marking.
- Preparing and marking College devised examinations and other assessment procedures.
- Assessing and verifying duties, including formal internal verifying duties, as a member of a course team.
- Assessing learner work and providing constructive and developmental feedback.
- Maintaining all systems and records required to support the curriculum and learners.
- Assisting with work experience placements and, where necessary, visiting learners in the workplace.
- Contributing to marketing, publicity and public relations events.
- Participation in appropriate team and college meetings; course organisation including interviewing, advice and guidance, enrolment and induction, assessment and verification, examination entry and results, learner progress monitoring and reporting, destination monitoring, self-assessment.
- Contributing to the College's quality procedures and participating in continuous professional development.
- Collaborating with others to improve own performance.
- Participating in formal lesson observation and staff appraisal.
- Liaising with appropriate personnel with regard to cross college developments in matters relating to own specialism.
- Undertaking the role of a personal tutor as required.

*New staff (with Band A level responsibilities) **without a teaching qualification** will start on a point 1 or 2 depending on experience and cannot progress until the teaching qualification is reached. Qualified staff delivering at this level of responsibility will start on point 4.*

### Band B, points 5-8

**In addition to the above, duties will also include:**

- Undertaking Course leadership as required.
- Taking responsibility for specific course organisation and curriculum development work.
- Making a contribution to planning, development and evaluation of courses, course materials, assessment vehicles, either independently or as part of a team.
- Being the agreed point of contact for a course.
- Disseminating curriculum and course administration information, as appropriate, to all members of the teaching team, learners and parents/guardians/sponsors.
- Liaising with the programme manager on assessment and verification procedures and implementing actions arising from internal and external verification reports.
- Advising the programme manager on curriculum developments and subsequent resource implications.
- Advising the programme manager of market needs related to course provision.

- Taking responsibility for compiling and maintaining a programme management file for a course.
- Convening appropriate course team meetings and taking responsibility for the implementation of actions.

*New unqualified staff appointed to take on these additional responsibilities and duties will start on point 5 and will not progress until they have achieved the relevant teaching qualification. New staff starting with a teaching qualification delivering at this level of responsibility will start from point 6 and progress throughout the band.*

### **Band C, points 10-12**

**In addition to the above, duties will also include responsibilities such as the following:**

- More complex course co-ordination, involving course leading different qualification aims, modes of delivery and across delivery centres.
- Significant curriculum planning and development which may involve disseminating good practice to colleagues.
- Assisting a Curriculum Manager in the pursuit of his/her duties within a defined area.

*Teachers delivering at this level of responsibility will be paid in band 10-12. **Staff employed to take on duties commensurate to this band must hold a teacher qualification.***

### **Band D, points 13-14**

**In addition to the above, duties will also include responsibilities such as the following:**

- Supporting Curriculum Managers in relation to improvements in teaching & learning, particularly in co-observing teaching sessions and in supporting improvements for Grade 3 teachers.
- Be responsible to the Manager: Professional Development (teachers and ITT) for meeting targets relating to the quality improvements aspects of the role.

*Teachers delivering at this level of responsibility will be paid in band 13-14. **Staff employed to take on duties commensurate to this band must hold a teacher qualification.***