

TEAM MEMBER ROLE PROFILE – July 2016

Title Level Reports to	Support worker NT1 AAM – Supported Studies	Business: Harlow College Location: Harlow, Essex	
ROLE IN CONTEXT	ROLE IN ACTION	NEED TO KNOW	NEED TO BE
<p>Context</p> <p>1. Success To be part of a forward-looking FE college, a sector leader for student success. We aim to provide our students with “more than a qualification”, providing them with the skills to achieve 1st class destinations and employment.</p> <p>2. Culture To contribute to a results driven operation in a fast paced culture where flexibility, hard work and change are the norm and our core values are:</p> <ul style="list-style-type: none"> Students at the Heart Work Hard/Work Together Be your best, be your future. Always be Innovative and Enterprising <p>3. People Individuals not numbers, we believe all our people, both staff and students, have the potential to succeed in whatever they set their minds to and, at Harlow College, everything we do is about getting them there.</p> <p>Purpose and Dimensions</p> <p>1. Job Purpose To assist delivery staff by providing practical assistance to students with learning difficulties and disabilities.</p> <p>2. Function's Strategy Contribute to the function's strategy which is part of the Learning, Teaching and Assessment Strategy</p> <p>Part of a team responsible for the delivery of the College's teaching, learning and assessment strategy and 3-year strategic plan</p> <p>Key Partners/Relationships: Students College Staff Parents External Agencies</p>	<p>Core Areas of Responsibility</p> <ol style="list-style-type: none"> To ensure learners with personal care plans are supported as identified in their Person-Centered Plans To develop learner's social skills To assist learners in their independence To support learners and maintain a safe learning environment where ever learning may take place – either on site or off campus and on occasions across the whole college working week To act as an advocate for students as and when required To support students in the management of their personal care needs where required Responsibility for promoting and safeguarding the welfare of vulnerable adults and young persons you are responsible for, or come into contact with. To attend team meetings and staff development activities as required Commitment to the policies and strategies of the College <p>Critical Success Factors</p> <ol style="list-style-type: none"> Deliver excellent standards of personal support resulting in student achievement of their EHC plans Utilise creative and imaginative approaches to student-centered support in order for their Person-Centered plans to be achieved Create and maintain effective working relationships internally and with College partners Achievement of college targets and appraisal objectives annual appraisal Paperwork completed in a timely manner 	<p>Organisational Capabilities</p> <ol style="list-style-type: none"> Ability to work to the standards and set procedures that come with the necessary scrutiny when working in the public sector but in optimum resource efficient ways so as to minimize delays and over-administration Achieves maximum benefit from limited resources Quickly adapts to change and sees it as an organisational 'norm' <p>Be the Expert (technical knowledge, qualifications, experience, occupational competence & requirements, etc.)</p> <ol style="list-style-type: none"> Educated to level 2 including English and Maths Experience of working with learners with learning difficulties and disabilities Experience in training / and or the educational environment is preferred The ability to work under pressure and to meet deadlines whilst maintaining a good mental stability and resilience A flexible attitude with the ability to accept and implement change Able to understand and utilise digital technology Have well developed communication and interpersonal skills Have well developed organisational skills 	<p>Competencies (core for all HC team members)</p> <p>1. Learning Orientated</p> <ul style="list-style-type: none"> Seeks feedback on their own performance from a variety of sources Shares learning with others Engages in development activities and achieves tangible progression Actively seeks to increase/improve knowledge and skills <p>2. Results Focused</p> <ul style="list-style-type: none"> Meets targets and job-related outputs Remains focused on the priorities and delivers them relentlessly despite issues that may arise Resolves issues that affect targets being met <p>3. Quality Minded</p> <ul style="list-style-type: none"> Can evidence their contribution to the college's Quality Improvement cycle (e.g., SAR/QIP) Seeks ways to continuously improve the service/productivity of their working area Notifies quality performance in others and offers feedback accordingly <p>Role Competencies (specific to role)</p> <p>1. Communicates with Impact</p> <ul style="list-style-type: none"> Adapts style appropriately to suit the audience Communicates clearly (both written and oral) Builds positive relationships within and beyond own working area <p>2. Team Player</p> <ul style="list-style-type: none"> Understands the team's priorities / objectives Seeks ways to combine efforts to address common issues Shares good practice and works cooperatively with other members of the team