



Ochil Tower School

living, learning and growing together

POST:	Life Skills Coordinator
HOURS:	38 hours per week (39 weeks per year)
REPORTING TO:	Head of Education
SALARY:	£27,500 - £32,114 depending on Experience and Qualifications
RESPONSIBLE FOR:	Life Skills Group Leader and Group Worker

JOB PURPOSE

To plan, manage and deliver a high quality curriculum with a focus of skills for learning, life and work to a diverse range of young adults between the ages of 18 and 21 with severe and complex learning and behavioural needs. To work collaboratively with all relevant professionals. To contribute positively to the culture and ethos of the school and support the evolving vision of the organisation.

MAIN DUTIES

Major Tasks

- Provide an individualised education and work experience in a safe and nurturing environment within the context of a group of young adults with ages ranging from 18 – 21.
- Support the development of the Life Skills Curriculum. To prepare sessions in line with agreed school procedures for planning, preparation, monitoring, assessment recording, profiling and reporting.
- Where appropriate, support young adults in transition to college or their local community.
- Assume line management of Group Leaders and Group Workers/Assistants
- Assume responsibility for continuing professional development and to contribute to the professional development of colleagues.
- Actively participate in the process of professional supervision, on support, learning and accountability.
- Advise, guide and support assistants to reach their full potential in offering a rich and rewarding education and work experience for the young adults.
- Ensure young adults' entitlements are fully met in a creative and flexible way through national qualifications, ASDAN and a range of awards.
- Ensure that appropriate procedures are observed in relation to the health and safety of the young adults and colleagues.
- Report and discuss young adult progress with colleagues, their parents/carers and other relevant stakeholders.
- Develop and sustain positive partnerships with parents and other stakeholders.
- Attend Reviews, Professionals Meetings and other meetings, as appropriate.
- Carry out any other duties as required by the organisation.

Working Hours

- 38 hours over 39 weeks a year, including both contact and non contact time in accordance with the school's timetable.
- The following are only some examples of non contact time and after school activities:
 - Preparing lessons and resources
 - Preparing and attending reviews
 - Preparing and conducting group and supervision meetings
 - Planning meetings with the care team
 - Attending weekly teachers' meetings
 - Professional development and training

- o Supporting house communities during lunch when needed, participating in after school activities (festivals, parties, birthdays, etc.)
 - o Attending training week sessions
 - o 5 Inservice days
 - o Development and training events during holidays, maximum 4 a year
 - o Annual residential camping week for young people
- The above working hours are to be considered a guide only and may vary with the changing needs of the organisation.

QUALIFICATIONS

Essential

- Substantial experience with complex additional support needs and challenging behaviour within an education and/or workshop setting
- Substantial teaching experience
- HNC and SVQ3

Desirable

- GTCS Teaching Qualification or working towards it.
- Degree or Diploma in Social Pedagogy, Curative Education or equivalent
- SVQ 4 or working towards it

EXPERIENCE AND SKILLS

Essential

- An understanding and application of **a curriculum suitable for young adults**
- An understanding and support for the **culture and values of the organisation**
- An understanding of the **life phases of a young adult**
(see additional information sheet for those skills in bold)

Desirable

- An understanding and application of GIRFEC

PERSONAL ATTRIBUTES

Essential

- Physically and mentally fit
- Highly motivated and committed
- Mature, trustworthy and reliable
- Good interpersonal skills and communication skills (verbal and written)
- Team working skills
- Resilient - ability to work under pressure
- Commitment to pupils with social, emotional and behaviour challenges, an ability to set boundaries
- Demonstrate creativity, interest, initiative, enthusiasm, flexibility, adaptability and a sense of humour
- Interest to uphold and contribute to the cultural life of the organisation

Desirable

- Hard working and willing to go the extra mile for the young people and the organisation as a whole
- Interest to include your own family in the life of the organisation.

This job description is open to the review by the community at any time

ADDITIONAL INFORMATION

Life Skills Curriculum

Knowledge and application would need to be demonstrated in the following areas:

Meeting Learners Needs

Meeting Learners Experiences

Improvement of Practice through Self-Evaluation

Project Management

Session Planning

Profiling and Reporting – written and oral

- **Meeting Learners' Needs by:**
 - Supporting Social and Emotional development
 - Identification of learning needs – Individual Learning Aims
 - Motivating pupils
 - Directly involving young adults in learning and decision making
 - Developing independent learning skills
 - Creating opportunities for collaborative learning
 - Assessment and planning future aims
 - Practical understanding and application of therapeutic intervention techniques
- **Meeting Learners' Experience in:**
 - Literacy, Numeracy, Health and Wellbeing
 - Independent Living Skills
 - ICT
 - Motivating learners' to become creative, independent and resilient
 - Offering a wide variety of work experiences and craft skills
 - Offering Outdoor Learning, Enterprise and Citizenship opportunities
 - Offering national qualifications, ASDAN courses and Awards
- **Improvement of Practice Through Self-Evaluation:**
 - Actively engaged in reflective practice – reflection 'in-practice' and 'on-practice'
 - Able to keep a Learning Portfolio
 - Actively engaged in Self and Peer Evaluations, Supervision, Appraisal and Professional Development Reviews
 - Working collaboratively with Peers
 - Actively engaged in In-service training
- **Project Management**
 - Manage the Physical Environment of the Life Skills Centre and other common areas
 - Communicate and support assistants through setting clear learning aims and how this is to be achieved;
 - Hold team and individual meetings and contribute to assistant tutorials
- **Planning**
 - Yearly, termly, individual session planning, Individual Learning Aims

- **Profiling and Reporting**

- Weekly Reports including the Achievement Model
- Social and Behavioural Profile
- Twice yearly Reviews
- Annual Reports
- Personal Plans –SMART targets

Culture and Values of the Organisation

- Knowledge, understanding and support for the organisation's culture and values would need to be acquired and demonstrated during the probationary period. This includes supporting cultural and festive events throughout the year as well as supporting pupils within the care setting as and when required. A background knowledge and understanding of the organisation's culture and values will be gained from an understanding of the following:
 - Principles and Practice of Social Pedagogy
 - History and development of Camphill Communities
 - History and development of Ochil Tower School

The Life Phase of a Young Adult

- A knowledge and understanding of the development of adolescents and its practical application to an education and work setting