



Ochil Tower School

living, learning and growing together

POST:	Life Skills Group Leader
HOURS:	38 hours per week, 39 weeks per year
REPORTING TO:	Life Skills Coordinator
SALARY:	£25,130

JOB DESCRIPTION

In collaboration and under the leadership of the Life Skills Coordinator to plan, manage and deliver a high quality curriculum to a diverse range of pupils with severe and complex learning and behavioural needs with a focus skills for learning, life and work. To contribute positively to the culture and ethos of the school and support the evolving vision of the organisation.

MAIN DUTIES

Major Tasks

- To provide an individualised education and work experience in a safe and nurturing environment within the context of a group of adults with ages ranging from 18 – 21 years
- To 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.
- To assume responsibility for personal continuing professional development and to contribute to the professional development of assistants.
- To advise, guide and support assistants to reach their full potential in offering a rich and rewarding education and work experience for the adults.
- To ensure Young Adult Entitlements are fully met in a creative and flexible way through national qualifications, ASDAN and a range of Awards.
- To ensure that appropriate procedures are observed in relation to the health and safety of the young adults and colleagues.
- To report and discuss young adult progress with the Life Skills Coordinator, parents/carers and other stakeholders.
- To attend Reviews, Professionals Meetings and other meetings, as appropriate.
- To carry out any other duties as required by the organisation.

Working Hours

- Teaching Time: Workshop Hours 24 per week, 38 weeks a year.
- Additional Working Hours: A minimum of 14 hours per week.
- 5 set training days

The following are only some examples of out-of-school activities:

- Preparing lessons and resources
- Preparing and attending reviews
- Preparing and conducting assistants meetings, support and supervision of assistants
- Attending teachers' meetings
- Professional development and training

- o Supporting house communities during lunch hour when needed, participating in after school activities (festivals parties, birthdays, etc.)
- o Supporting young people and young adults at the service on Fridays.
- o Attending introductory week sessions, development and training events at weekends and/or during holidays.
- o Annual residential week for young adults.

QUALIFICATIONS

Essential

- SSSC Registration (required within 6 months of start date) or GTCS Registration

Desirable

- GTCS Teaching Qualification or working towards it.

EXPERIENCE AND SKILLS

Essential

- Substantial experience with complex additional support needs and challenging behaviour within an education and/or workshop setting
- Some teaching experience
- 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 phase of a young adult**

(see additional information sheet for those skills in bold)

Desirable

- An understanding and application of GIRFEC

PERSONAL ATTRIBUTES

Essential

- 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 adults with social, emotional and behaviour challenges
- Demonstrate creativity, interest, initiative, enthusiasm, flexibility, adaptability and a sense of humour
- Interest to uphold and contribute to the cultural life of the community

Desirable

- Hard working and going the extra mile for the young people and the community



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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 given project/workshop
- Communicate and support assistants through setting clear learning aims and how this is to be achieved;
- Contribute to team and individual meetings and contribute to assistant support

● **Planning**

- Contribute to yearly, termly planning
- Lead individual session planning, Individual Learning Aims for the given project/workshop

- **Profiling and Reporting**

To be involved and contribute to:

- 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 should be acquired and demonstrated during the probationary period. This includes supporting cultural and festive events throughout the year as well as supporting young people 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 emerging 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