



Ochil Tower School

living, learning and growing together

JOB DESCRIPTION: Life Skills Group Leader

Responsible to: Life Skills Coordinator

About Us

Ochil Tower School is an independent residential and day school for children and young people with additional support needs. We are committed to promoting a nurturing, safe and fulfilling environment for the children and young people that we support. Our ethos is based upon a social pedagogy model and the purpose of the role is to recognise and build on the individual strengths of each pupil and use their interests to help them engage in their learning.

General 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.

Key Responsibilities

1. 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.
2. Support the development of the Life Skills Curriculum. Prepare sessions in line with agreed school procedures for planning, preparation, monitoring, assessment recording, profiling and reporting.
3. Responsible for continuing professional development and to contribute to the professional development of assistants.
4. Advise, guide and support assistants to reach their full potential in offering a rich and rewarding education and work experience for the adults.
5. Ensure young Adult Entitlements are fully met in a creative and flexible way through national qualifications, ASDAN and a range of awards.

6. Ensure that appropriate procedures are observed in relation to the health and safety of the young adults and colleagues.
7. Report and discuss young adult progress with the Life Skills coordinator, parents/carers and other stakeholders.
8. Attend Reviews, Professionals Meetings and other meetings, as appropriate.
9. Carry out any other duties as required by the organisation.

Personal Competencies

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 adults with social, emotional and behaviour challenges

Demonstrate creativity, interest, initiative, enthusiasm, flexibility, adaptability and a sense of humour

Professional Competencies

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***

Life Skills Curriculum

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

1. *Meeting Learners Needs*
2. *Meeting Learners Experiences*
3. *Improvement of Practice through Self-Evaluation*
4. *Project Management*
5. *Session Planning*

1. *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

2. *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

3. Improvement of Practice Through Self-Evaluation

Actively engaged in reflective practice – reflection ‘in-practice’ and ‘on-practice’

Actively engaged in Self and Peer Evaluations, Supervision, Appraisal and Professional Development Reviews

Working collaboratively with Peers

Actively engaged in In-service training

4. 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 tutorials

5. Planning

Contribute to yearly and term-time planning

Lead individual session planning, Individual Learning Aims for given project/workshop

6. Profiling and Reporting

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 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

Qualifications and Experience

Substantial experience with complex additional support needs and challenging behaviour within an education and/or workshop setting.

A good secondary education to higher level or equivalent.

Commitment to register with SSSC or relevant other professional body, meeting any conditions within given time frame.

Some teaching experience.

Working Hours

Teaching Time: Workshop Hours 24 per week, 38 weeks a year

Additional Working Hours: A minimum of 14 hours per week. The following are only some examples of out-of-school activities:

Preparing sessions and resources, preparing and attending reviews, preparing for group meetings, support and supervision of assistants, professional development and training, supporting house communities during lunch hour, participating in after school activities

(parties, birthdays, etc.), supporting young people and young adults at the service on Fridays.

Attending introductory week sessions, development and training events at weekends and/or during holidays.

Possible annual residential week for young adults.

The above working hours are to be considered as a guide only and may vary with the changing needs of the Community.

References and Standard Checks

Professional references, including previous and current employers

Protection of Vulnerable Groups

Health Questionnaire