

Job Description

Community Learning Facilitator

Reporting to	No Limits Programme Coordinator	Date	July 2014
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Key Responsibilities:

MacIntyre considers the position of **Community Learning Facilitator** to be one of considerable responsibility and confidentiality. The post holder will be expected to show judgement and initiative at a level which is commensurate with this expectation.

You will be required to provide individual, flexible learning programmes in a range of environments for post 16 learners with severe behavioural, emotional and social difficulties (BESD), autistic spectrum disorders (ASD) and/or communication and interaction difficulties within their own community.

You will work within a team to ensure the educational and developmental needs of the learners are met by contributing to a structured, bespoke and integrated person centred education programme for young people and their families.

As a **Community Learning Facilitator** you will have the responsibility of upholding the Statement of Values in all aspects of your work and promoting a positive image of MacIntyre and its provision.

Core Tasks:

Accountability to the people we support

1. Work in accordance with MacIntyre's Mission, Commitments, DNA, Person Centred and Great Interactions approaches, People+ programme and other policies and programmes as appropriate.
2. Deliver effective and efficient personalised services for people with a learning disability or autism.
3. Ensure the people we support develop and maintain relationships, participate in and contribute to their local community
4. Use positive approaches and other techniques as appropriate to ensure that people who challenge services are able to continue to safely access and benefit from our services.
5. Ensure that the people we support are treated with respect, dignity and equality.
6. Offer services that are flexible and desirable for personal budget holders.
7. Ensure care plan assessments or equivalent by commissioning authorities are conducted on the basis of the needs of the people we support and their best interests.
8. Respond to any concerns regarding the health, well being, safety or safeguarding of a person we support in accordance with local protocols, regulatory guidance and best practice advice and MacIntyre's policies.
9. Ensure that each person we support has the necessary risk assessments in place at all times, and that these are implemented to a high standard.
10. Promote the health and safety of the people we support in line with MacIntyre's Policy for Health, Safety and Welfare at Work.

Accountability to yourself

1. Be personally responsible for the standard and quality of your practice. In particular, that you provide an example to your colleagues in relation to your Great Interactions and behaviour with people we support.
2. Be responsible for your personal and professional development in accordance with professional practice guidelines, undertaking learning and development activities which support your continued professional development.
3. To receive regular supervision in accordance with professional practice guidelines, participate in annual appraisals and undertake agreed actions.
4. To develop skills and competencies that assist in the delivery of current duties, including participation in relevant training.

Accountability to staff

1. To be a role model for excellent practice
2. To coach, train and mentor Assistant Community Learning Facilitators as required.
3. To coach, train and mentor other Community Learning Facilitators if agreed with Programme Coordinator.
4. To lead educational sessions and oversee the work of others if agreed with Programme Coordinator
5. To be involved in the recruitment, selection and induction of staff and volunteers where appropriate.
6. To oversee the service in the absence of the Programme Coordinator where required, and ensure the Programme Manager is kept advised as necessary.

Main Tasks:

1. Communicate with families, representatives and outside agencies in a professional and courteous manner.
2. Liaise, plan and work with other agencies to support the learners develop a range of appropriate personal skills within a local community context.
3. Attend and contribute to appropriate team meetings and multi-disciplinary meetings.
4. Achieve and maintain compliance with regulatory or equivalent standards, ensure compliance and adherence to internal standards.
5. Understand and respond to changes in regulatory frameworks, local and national policy and other drivers, keeping abreast of national, corporate and local developments which may impact on service delivery.
6. Maintain confidentiality of information and work in line with all relevant codes of practice and governing legislation.
7. Maintain written/electronic records and reports about learners.
8. Work with specialist teachers, therapists or supporting professionals in setting appropriate learning targets to support social interaction and/or communication skills.
9. Where learners have additional needs, to support and assist each person to maintain a high standard of personal care, including intimate care, hygiene and physical well being, involving where required support with moving and handling and the use of mobility aids and equipment.
10. Participate in meetings with advocates and supporting medical and/or social and health care professionals to work collaboratively on specialist interventions/strategies as agreed with the learners and their families.

This job description is current as at July 2014. In consultation with you it is liable to variation by MacIntyre to reflect actual, contemplated or proposed changes in or to your job.

Person Specification: Community Learning Facilitator

Abilities and Skills	The key competencies are set out in the final section of this document.
Education, Knowledge and Experience	<p>Essential</p> <ul style="list-style-type: none"> • Ability to deliver educational opportunities within the No Limits learning environment. • Knowledge of Equal Opportunities and diversity best practice and legislation. • Knowledge of relevant statutory legislation e.g. Health and Safety, Protection of Vulnerable Adults, Safeguarding, Data Protection. • Ability to manage available resources effectively. • Ability to think and respond creatively, positively and with flexibility. • Ability to promote and offer a holistic approach to individuals who may challenge the service. • An understanding of the education, learning and development needs of people with learning disabilities or autism, including learning styles, learning environments and positive approaches to behaviour that challenges. • Ability to produce clear and succinct records. • Ability to work unsupervised and take responsibility for making decisions. • Good functional skills including literacy, numeracy and ICT. <p>Desirable</p> <ul style="list-style-type: none"> • Experience of working directly with learners with communication and interaction impairment, including autistic spectrum disorders and behavioural, emotional and social difficulties. • Experience of physical intervention techniques. • Experience of personal centred approaches, communication and behaviour strategies and inclusive learning. • Appropriate qualifications e.g. PECS, TEACCH, General SEN, NNEB, Learning Support, Teaching or equivalent qualifications. • Experience of both residential and community based educational delivery. • Proven problem solving and organisational skills.
Personal Characteristics	<ul style="list-style-type: none"> • The personality and qualities necessary to develop and maintain effective working relationships. • A commitment to a Person Centred approach that is focussed on the needs and aspirations of people we support placing them at the centre of their service. • The belief that people with learning disabilities or autism have a right to participate in making decisions about the services they receive. • The belief that all people with learning disabilities or autism have a right to access education, learning, training and employment opportunities. • A commitment to the implementation of MacIntyre's Equal Opportunities Policy. • Excellent communication and facilitation skills • The willingness to undertake additional training and qualifications sponsored by MacIntyre, if agreed with the management team.
Service Specific Essential Criteria	<ul style="list-style-type: none"> • Driving licence and own transport (ability to travel necessary for this post). • Able to participate and contribute to a 24hr curriculum including working in a home setting

Competencies: Community Learning Facilitator

Competency	Definition
Respecting and Understanding Others	Is able to understand issues from others' viewpoints and builds an atmosphere of trust and openness so that others are treated with respect and dignity without discriminating or stereotyping. Tailors their approach depending on who they are with and acts as an advocate for people.
Effective Communication	Is able to communicate effectively with others through the use of verbal and non-verbal communication methods. Recognises the needs of others when seeking agreement to their plans, adapting their communicate style to match the situation.
Working With and Developing Others	Is an active member of the team, working cooperatively with others and assisting when they need support. Provides direction and empowers others to help them achieve personal learning and development targets.
Results and Quality Focus	Is conscientious, strives to complete work to high standards and looks to improve and maintain the quality of performance in themselves and others. Completes work with the best interests of others in mind
Problem Solving and Decision Making	Is able to collect, interpret and evaluate information to develop a deep understanding of a problem, explores alternative ways of resolving problems including new possibilities. Makes timely and well considered decisions, is aware the impact their decisions may have and willing to make difficult but necessary decisions to improve the practice.
Resilience to Change and Challenges	Is open to change and embracing new developments / initiatives, adapts well in new and unfamiliar situations responding to changing plans quickly, works independently without direction, is resilient and copes well in emergency situations.