

## Job Description

### Community Teaching Facilitator

As a No Limits Community Teaching Facilitator, you will be required to deliver outcomes-focused, personalised educational programmes in a range of environments for young people with Learning Disabilities, Social, Emotional and Mental Health Conditions and/or Autism (ASD).

You will work within a team to ensure the educational and developmental needs of Learners are met.

All Community Teaching Facilitators must have a minimum Level 2 qualification (or equivalent) in English and Maths. To be a Qualified Community Teaching Facilitator, you must additionally have a minimum of a Level 3 Award in Education and Training. We will support you to complete your EAT Level 3 within 18 months of your confirmation in post following your probationary period. Once qualified, this will be reflected in your salary.

You will be accountable to the Programme Coordinator.

Our job descriptions are all written with the following four key points about MacIntyre in mind:

#### 1. Our Vision

For all people with a learning disability to live a life that makes sense to them.

#### 2. Our Mission

We will support a sense of wellbeing through a celebration of each person's unique gifts, talents and contributions, the quality of our relationships and ensuring the promotion of real opportunities to connect with others.

#### 3. Our purpose

To achieve excellence in everything we do.

MacIntyre's "*primary purpose*" is to make a positive contribution to the lives of children and adults with disabilities. We make this contribution by ensuring that all our interactions are great, that our knowledge and skills represent excellence and that we support people to develop purposeful and warm relationships. Our "*secondary purpose*" is to have a positive influence in our local communities and on our sector by connecting well, nurturing partnerships and demonstrating best practice.

#### 4. Our DNA

MacIntyre has a particular way of working with people and because it is so important to all our activities we call it our DNA. It is a combination of our values and the way that we put those values into actions that is unique to MacIntyre. Through our Promises and Value Base, the promotion of Great Interactions™ and Person Centred Approaches, we aim to support every person to live a life that makes sense to them, with a level and style of support of their choosing.

### Responsibilities

You will be required to carry out a range of duties within your role. The key responsibilities are detailed below but there will be other duties consistent with the role that you may be requested to undertake by your line manager.

## The People We Support

1. Encourage the development of self-confidence, sensitivity and respect for others through the understanding of individual rights and responsibilities.
2. Encourage self-advocacy and independence.
3. Generate attitudes of respect and understanding towards all individuals irrespective of background.
4. To ensure the young people we support are treated with respect, dignity, inclusion and equality.
5. Empower young people to learn within a local community context through the delivery of a personalised learning programme.
6. Develop Learners' communication, independence, and literacy and numeracy skills across the whole learning experience by capitalising on all opportunities for learning throughout the timetable.
7. Ensure that Learners are treated with respect, dignity and equality.
8. To be a role model and person centred at all times.
9. You may be required to carry out personal care needs for a Learner; this can include intimate care (changing incontinence pads or intimate help during toileting), hygiene and physical well-being, which could involve the use of mobility aids and equipment.
10. To respond to medical or health concerns and, when authorised, administer and record medication, following MacIntyre's Medicines Policy
11. Identify and/or raise 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.

## Our Staff

12. To be personally accountable for your practice.
13. To work in line with MacIntyre Values, Promises and DNA
14. To maintain professional boundaries with students and families.
15. To be a role model and mentor to Unqualified Community Facilitators.
16. Attend and positively contribute to team meetings, staff training, supervisions and annual appraisals.
17. Attend and contribute to reviews and other multi-disciplinary meetings as required.
18. Ensure all eLearning and Qualifications are completed within the set timeframe
19. Comply with Health and Safety rules and regulations in the environment in which you are working.
20. Work in accordance with MacIntyre and No Limits policies and practices
21. You may be expected to lone work within the community. You must adhere to local protocols, including following the Lone Working Risk Assessment, to ensure your safety whilst lone working.

## Quality

22. Be personally responsible for the standard and quality of your practice in accordance with MacIntyre's DNA, Policies and Ofsted requirements.
23. Work in accordance with Learner's Individual Learning Plans, Positive Learning Support Plans, Risk Assessments and additional agreed strategies developed in partnership with professionals.
24. You will be required to carry out learning activities across a variety of settings; you may be working with Learners virtually, at a learning centre, in community places, or in the Learner's home.
25. Maintain written/electronic records and reports about Learners, including tracking their learning progress
26. Liaise, plan and work with others to suggest appropriate learning targets and create outstanding learning programmes.
27. Plan and deliver good quality education sessions, using No Limits current electronic system, for each learner to fulfil their Learner Journey.
28. To participate in annual appraisals and regular supervision and undertake agreed actions.

29. Be responsible for your personal and professional development by developing skills and competencies that assist in the delivery of current duties, including participation in relevant training.

### Sustainability

30. Maintain confidentiality at all times in line with MacIntyre's Confidentiality and Data Protection Policy.
31. Communicate with families, representatives and outside agencies in a professional and courteous manner.
32. Ensure that all recording and administration processes are maintained and stored on the appropriate system, such as MS Teams and Evidence for Learning within agreed timescales.
33. You may be required to undertake travel to and from the Learner's home. You will also be responsible for supporting the student to and from various learning sessions at times, via public transport, service cars, or on foot.
34. To carry out vehicle checks and keep the service vehicles clean and tidy.

## Person Specification

Below is a list of the typical skills, qualities and experience we would expect you to have to enable you to carry out this role successfully, and how they underpin the Responsibilities set out above in this Job Description.

<b>Skills Qualities &amp; Experience - Qualified</b>	<b>Learners</b>	<b>Our Staff</b>	<b>Quality</b>	<b>Sustain-ability</b>
An appropriate qualification in education e.g. Education and Training Level 3, Learning Support(L3), teaching or equivalent qualifications	✓	✓	✓	✓
A good standard of Numeracy (Level 2), Literacy (Level 2) and ICT skills with the ability to communicate effectively via email, use Word and Excel and produce clear written reports.	✓	✓	✓	✓
Ability to work unsupervised and take responsibility for making decisions.	✓	✓	✓	✓
Excellent communication and facilitation skills.	✓	✓	✓	
Evidence of relevant professional development and willingness to actively engage in continuing professional development.	✓	✓	✓	
An understanding of the education, learning and development needs of young people with learning disabilities or autism including those whose behaviours can be of concern.	✓	✓	✓	
A commitment to a person-centred approach that is focussed on the needs and aspirations of young people and empowers them to take increasing control of their learning journey.	✓	✓	✓	
The belief that all young people with learning disabilities and/or autism have a right to access education, learning, training and employment opportunities.	✓	✓	✓	✓
Proven problem solving and organisational skills, with an ability to think and respond creatively, positively and with flexibility.	✓	✓	✓	✓
The personal qualities necessary to develop and maintain effective working relationships.	✓	✓	✓	✓
Current driving licence and willingness to drive company vehicles (desirable).	✓		✓	✓