



The Hamlet : 19 – 25 Provision.

We are currently seeking to employ a member of staff – T.A. 2 equivalent to support one of our trainees on a 1-1 basis. You will be part of a team supporting our trainees in developing their skills and experiences through vocational, social and independent access across the provision.

The ideal candidate would ideally be someone with previous experience of working with young adults as well as being able to support a small group of trainees.

The Three Sisters site, where **THE HAMLET** is based offers a unique and exciting opportunity to build on and extend provision for the community and borough whilst also ever mindful of being sympathetic to the environment and natural habitat it sits within. We would also want the trainees to be fully encouraged and supported to be able to live independently and able to access a full range of opportunities ensuring they have the opportunity to make effective and meaningful contributions within and among their own communities.

THE HAMLET offer term time provision on a unique and purpose designed site for trainees with additional needs from 19-25 who on admission are independently competent and are currently working within Entry 1 or above and are striving to aim for possible voluntary or full time un-supported employment supported by a highly trained, experienced, dedicated and motivational staff team.

THE HAMLET aims to:

- Create a vocational working community that is made up of a range of individual businesses that are wrapped around a central hub
- Increase the support offered to young people post 19 to improve the success of students entering employment / volunteering routes
- Design an robust and effective 19-25 pathway which will train students to equip them with the relevant skills and confident for employment / volunteering and is personalised
- Develop an enhanced and socially friendly offer for the community which will also provide an opportunity for young adults to experience to experience the world of work
- Develop relationships and connections with wider community providers to enhance the range of opportunities on offer and create wide community connection, involvement and inclusion
- Develop a vibrant, active and varied environment where high standards, independence and personal choices are pivotal to the opportunities available

- Run a series of work based programmes for trainees which are personalised to meet individual needs
- Ensure the staff who are supporting young adults are fully trained, experienced, dedicated and motivated
- Ensure service provision meets individual need and demand
- Ensure relevant policies and procedures are in place e.g. safeguarding / health and safety
- Individual and personalised plans are discussed and agreed with trainees to ensure they maximise their experiences
- Establish robust referral routes for trainees to increase the wider support offered from within communities
- Support trainees and give them the skills which will enable them to live, work, travel independently within a community environment
- Establish robust referral pathways to and from all SEND provision in the Wigan Borough to ensure strong and effective links

QUALIFICATIONS / TRAINING

- NVQ 2 or relevant qualification or experience as a teaching assistance, who is willing to undertake relevant training
- Training in the relevant learning strategies e.g literacy
- Requirement to complete DfES Teacher Assistant induction Programme
- Basic First Aid training / training in specific medical procedures

KNOWLEDGE / SKILLS

- Good numeracy and literacy skills
- Effective use of ICT to support learning
- Use of relevant equipment / resources
- General understanding strategies to support / vocational access / Special needs access and progression
- Basic understanding of child development and learning
- Understanding of relevant policies, codes of practice and awareness of relevant legislation
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to young people and adults
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these