

Northumberland County Council
JOB DESCRIPTION

Post Title: Independent Travel Trainer		Director/Service/Sector: Children's Services		Office Use
Grade: Band 6		Workplace: County Hall, with travel expected		JE ref: 4335
Responsible to: Preparation for Adulthood Lead		Date: May 2022	Lead & Man Induction:	HRMS ref:
Job Purpose: To undertake specialist assessments of the needs of young people with SEND, their families/carers, and school/education provider with the aim of improving and maintaining their level of independence in the community by providing advice, training, enabling interventions, equipment and adaptations to achieve safe and independent travel on public transport, NCC school transport, walking, cycling or other appropriate modes of independent travel, with the aim of creating a more efficient home to school transport offer.				
Resources	Staff	Not applicable		
	Finance	Contributing to the efficient and effective running of SEND Home to School Transport, managing individual allocation of travel funding. The role will contribute to the reduction of SEND transport budget and will be responsible for making savings of between £50,000 - £100,000 annually through increased independent travel. The post has budgetary responsibilities for the independent travel trainer budget and will be an authorised signatory. The postholder will deal with invoices and petty cash in regard to the ITT budget, with a value of up to £50,000.		
	Physical	Office equipment, awareness of support needs of SEND students. Able to meet the requirements of the role in terms of accessing public transport or supporting and developing safe walking routes. Able to work with those requiring assistance with mobility aids.		
	Clients	Children, young people and families, carers, special schools, mainstream schools with SEND pupils.		
Duties and key result areas:				
<div>1. To work in partnership with stakeholders including children and young people, their families, colleges, post 16 education providers, schools, and colleagues (e.g., HINT team, Social Workers, Home to School Transport team) to identify young people as candidates for the programme. Close working with schools, the 14-25 SEN Team and the Careers Guidance Teams to identify suitable young people.</div> <div>2. To develop an ITT programme focused upon school groups, small group/1:1 delivery in the community, by coordinating resources, developing training plans and materials.</div> <div>3. To undertake assessments of young people with the aim of improving and maintaining their level of independence in the community. Providing training, advice, enabling interventions, equipment, and adaptations to achieve safe and independent travel in the community, on public transport, NCC mainstream school transport, walking, cycling or other means of travelling to education settings for whole or part journeys. Methods may include, but not be limited to, home visits, school visits, practical and group sessions on simulated and/or live public or commissioned modes of transport.</div> <div>4. To lone work in the community, supporting and training children and young people in a person-centred way to travel safely and independently to school, college, day provision or their place of work or through the provision of equipment, adaptations or moving and handling needs on their home to school travel arrangements.</div> <div>5. To identify barriers to independent travel and support the participant to be able to travel independently. This may include physical, behavioural, or sensory issues.</div> <div>6. To supervise and support the participants through direct contact, discreet observations, using assessed, individualised methods and support systems to assist with their safe travel.</div> <div>7. Creation of individualised independent travel plans and assessment of when children and young people have sufficient skills, knowledge, confidence, and comfort levels to be signed off to travel safely on an independent basis.</div> <div>8. Identification of and working with 'safe place' stop off points for children and young people adjusting to independent travel.</div> <div>9. To identify ways to offer independent travel as a means of delivering efficiencies to the Home to School Transport budget by reducing demand and monitoring realisable benefits.</div> <div>10. To ensure health and medication needs are addressed within the travel planning process.</div> <div>11. To make appropriate seasonal adjustments to the approach to independent travel training based upon the needs of the individual.</div> <div>12. To complete Positive Risk Assessments and ensure all parties agree to the independent travel plan.</div> <div>13. To identify and report any safeguarding and/or other concerns to the relevant social work team, family/carers, school, college, or provider.</div> <div>14. To compile and maintain accurate records of all aspects of the programme and progress within the programme on an individual student basis.</div> <div>15. To develop, implement and monitor safe working practices in accordance with health and safety legislation, policies, and procedures. This will include the development and review of travel risk assessments and other assessments in support of their independent travel.</div>				

16. To work in a flexible way to effectively meet the needs of young people which may include early mornings and evenings.

17. To promote and implement the Council's Equality Policy in all aspects of employment and service delivery.

The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Physical Requirements:	The post will involve working directly with young people and their families in the community, which may include walking to develop and assess safe routes, joint travel on public transport, physical movement of occupied and unoccupied mobility aids, as well as some sedentary office work with occasional need to stand, walk and lift.
Transport requirements:	Will involve a large amount of travel to and from school venues, work with groups and individuals accessing a range of modes of transport, visiting student homes throughout the County and further afield depending on the education establishment.
Working patterns:	Generally normal office hours, but some work may accommodate 'school run' times, which may entail earlier starts/late finishes. Some evening work may be required.
Working conditions:	May be a mix of working outdoors, and in school/family home settings dependent upon task. Time spent on public transport/travelling. Some office-based working.

PERSON SPECIFICATION

Post Title: Independent Travel Trainer	Director/Service/Sector:	Ref:
Essential	Desirable	Assess by
Qualifications and Knowledge		
<ul style="list-style-type: none"> Key policy, legislation and guidance relating to disability. Local Public Transport Systems Safeguarding Children legislation Safeguarding Vulnerable Adults. Health and Safety Legislation. Person Centred Support and approaches. Green Cross Code English and maths GCSE at a minimum Grade 4 or C or equivalent NVQ L3 in Social Care (or equivalent) Training in Systematic Instruction Current driving licence and access to a car. 	<ul style="list-style-type: none"> I.T. Systems NVQ L4 in Social Care. Autism level 2 Moving and handling Risk Assessment awareness, particularly EVOLVE system 	
Experience		
<ul style="list-style-type: none"> Working independently and as part of a team. Working in a health or social care setting Supporting children and/or adults with disabilities and understanding their needs 	<ul style="list-style-type: none"> Experience in a local authority or other public sector setting, preferably involving direct contact with a wide range of young people, families and schools 	
Skills and competencies		
<ul style="list-style-type: none"> Good communication skills (written, verbal and electronic) 		

<ul style="list-style-type: none"> • Assessment and problem-solving skills • Organisational and planning skills • Risk management. • Well-developed team working skills • Good communication and presentation skills. • Analytical and problem-solving skills. 		
Physical, mental, emotional and environmental demands		
<ul style="list-style-type: none"> • Ability to organise and prioritise workloads and work under pressure and to deadlines and conflicting demands • Able to deal confidently with a full range of requests and respond in a professional and courteous manner in sometimes difficult situations • Ability to work to a strict timetable and to a high level of accuracy 		
Motivation		
<p>A strong sense of supporting our children, young people and families to develop, build and maintain independence, giving them transferable skills to enhance their life opportunities.</p> <p>Dependable, reliable and keeps good time.</p> <p>Models and encourages high standards of honesty, integrity, openness and respect for others.</p> <p>Proactive and achievement orientated.</p>		
Other		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits