

Job description

Job title	Student Support Team Leader				
Conditions of Service					
Team	Learner Experience	Post size		Grade	LBR07
Reports to	Learner Experience and Employability Manager				
Responsible for	Learning Support Assistants and Volunteers				

Purpose of job

- To Lead the Additional Learning Support provision ensuring a high quality, cost effective, efficient and legally compliant service is provided to enable students to achieve their goals
- To liaise with staff across the college, facilitate the smooth organisation and effective utilisation of staffing and physical resources to optimise the student learning experience
- To be responsible for the management of the learning support staff, supporting the coordination of finances and learning resources allocated to the service

Major duties and responsibilities

Lead and take overall responsibility for learning support and inclusion in the service

1. To lead on ensuring tutors and other staff are kept informed and up to date on Inclusive Learning issues and best practice.
2. To liaise with the Exams team to ensure support needs for learners with disabilities taking exams and assessments are met
3. To prepare self-assessment reports and develop quality improvement plans, participating in an annual performance review board assessing trends and learner/staff feedback.
4. Develop and maintain highly effective partnerships with external agencies and professionals, local authority, and other support services.

Raise standards of learning, teaching and assessment, enhance customer service, retention, achievement, participation and attendance rates of learners with additional learning, disabilities and other support needs to secure an outstanding student experience.

1. Work with the Programme Managers and senior leadership team to ensure an ethos of inclusion and support is embedded throughout the service and a culture of high expectations for all learners including those with additional learning, disabilities and other support needs are met.
2. Work with the Learner Experience and Employability Manager to ensure the ALS and Inclusion strategy is implemented fully, reviewed and monitored regularly
3. To be accountable for ensuring that the records of additional support provision are kept accurately up to date in readiness for Ofsted inspection.
4. To conduct appropriate audits and observations of learning support practitioners and learners receiving support.
5. To manage the initial assessments for learners with declared/identified additional needs providing advice on what specialist support is required and ensuring that timely completion of risk assessments and personal emergency evacuation plans (PEEPs) have been completed
6. Ensure effective dissemination of assessment outcomes to teaching staff and support staff.
7. To ensure the prompt and accurate processing of referrals to the PEEP Team and to monitor completion and implementation of identified reasonable adjustments
8. To advise learners and staff on the availability and use of assistive technology and other aids, liaising with the facilities and IT team to ensure learners' needs are met

Ensure effective and efficient use of resources and effective deployment and performance monitoring of staff to fully support outstanding learning experience for students with additional needs and disabilities

1. To keep abreast of funding issues associated with Additional Learning Support and to ensure that the Institute has accurate, current, and useful management information on the deployment and effectiveness of funded provision
2. Liaise with the MIS Team to ensure the ALS provision is compliant with funding requirements, cost-effective, and commensurate with the service allocation. Complete relevant sections of ILR returns as required
3. To provide line management and support for learning support assistants (LSA) and volunteers through the Institute's performance management processes

General Duties

1. To participate in performance review and continuous professional development (CPD) developing the required knowledge, understanding, and skills to deliver responsibilities effectively
2. To positively promote the Institute in all contact and communication with the public and learners
3. To follow all Institute policies and procedures
4. To undertake any other duties as may be reasonably requested commensurate to the level of experience and responsibility expected including supporting other teams at peak times

Person specification

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Conditions of Service					
Team	Learner Experience	Post size	FT	Grade	LBR07
<i>Method of candidate assessment: A = Application Form I = Interview T = Test</i> <i>Weighting: 3 = most important, 2= least important</i>					

Approaches /Values	A - I - T	Weighting
1. The ability to adopt an Ambitious approach – using Innovation and creativity to realise the Institute’s vision	A, I	3
2. A demonstrable track record of accepting Accountability and taking responsibility for outcomes	A, I	3
3. A commitment to Inclusion – demonstrating an open, welcoming and supportive attitude to colleagues and learners	A, I	3
4. The ability to act with Integrity by displaying a fair, open and honest approach	A, I	3
5. Commitment to the safeguarding of all learners	A, I	3
6. Ability and determination to promote equality and diversity throughout all aspects of Institute’s life, including employment and service delivery	A, I	3
Education and Qualifications		
1. Degree or professional qualification/subject specialist qualification at level 3 or equivalent	A	3
2. A recognised teaching qualification (e.g. Cert Ed, DTLS)	A	2
3. Maths and English at Grade A*-C or equivalent	A	3
4. Safeguarding and Prevent Duty	A	2
5. Qualifications in SEND/learning disabilities and difficulties/Dyslexia	A	2
6. First Aid qualification	A	1
Experience		
1. Extensive experience of identifying learning support needs of adults with learning disabilities and difficulties and providing a range of support	A, I	3
2. Experience of mentoring and coaching tutors to support learners with learning disabilities and difficulties	A, I	3
3. Carrying out initial assessments in basic skills and dyslexia assessments	A, I	2
4. Effectively using a range of adaptive and assistive technology and other aids to support learners	A, I	3
5. Completing risk assessments	A, I	2
6. Delivering CPD sessions for staff	A, I	2
Knowledge/Skills		
1. Understanding of OFSTED safeguarding requirements and skills to ensure these are fully implemented	A, I	3
2. Understanding of equalities, safeguarding, counter terrorism, health & safety, SEND and DDA legislation	A, I	3

3.	Understanding of matrix, OFSTED EIF Framework and other quality assurance and improvement frameworks	A, I	3
4.	Understanding of Equal Opportunities issues and experience of use of strategies to promote equality and diversity in teaching, learning and assessment	A, I	3
5.	Understanding of the Professional Standards for Teachers	A, I	3
6.	ICT skills and using technology to support learning	A, I	3
7.	High level communication skills both oral and written	A, I	3
Personal Qualities			
1.	Highly effective communication skills both orally and written	A,I	3
2.	Positive and energetic with a proactive approach to getting things done, including finding creative and innovative solutions	A,I	3
3.	Highly organised with the ability to prioritise effectively and manage own and team's workload	A,I	3
4.	Ability to meet deadlines	A,I	3
5.	Attention to detail	A,I	3
6.	Reliable with a flexible approach to working hours	A,I	3
7.	A reflective practitioner who is able to continually strive for excellence in teaching, learning and assessment practices	A,I	3
8.	Committed to developing others, supporting their wellbeing and helping to manage their workload.	A,I	3