

Job description and person specification

Job Title:	Additional Learning Support Co-ordinator
Department:	CSVPA
Reports to:	Academic Dean for HE
Location:	CSVPA

The Company

Cambridge School of Visual and Performing Arts (CSVPA) is one of the UK's leading providers of Art & Design, Drama and Music pathway and degree programmes. Since 1985, CSVPA has been a specialist arts foundation school, and over time has grown its portfolio to include undergraduate degrees and a Master's preparation programme. Our unique and personalised approach to creative learning has given students the opportunity to develop their skills, build their confidence and progress onto some of the most prestigious Art & Design schools, music conservatoires and world-renowned drama schools.

Job overview

The position holder will support, hold accountable, develop and lead others in the team who teach and work in this area of the curriculum so as to ensure both high standards of teaching and learning, and the well-being of staff and students.

They will also organise and coordinate the general operation of the Department.

The following section outlines a more detailed, but not exhaustive, description of the duties pertinent to this post.

Key responsibilities and capabilities

- To identify students with a Learning Difference and arrange for appropriate support to ensure their progress.
- To ensure the maintenance of accurate and up to date information on the faculty. To co-ordinate the administration of initial screening test for all students as well as detailed psychometric testing for Access Arrangements.
- To make use of analysis and evaluate performance data provided.
- To ensure that all students with learning difficulties and individual needs are given reasonable adjustments and provision to ensure that they have equal access to the curriculum and are able to demonstrate their skills and knowledge; this may include adjustments to classroom practice or the award of Access Arrangements.
- To communicate the needs of the student to tutors and advise on classroom practice to provide equality and access to the curriculum and methods for the student to demonstrate their knowledge and skills.
- To undertake an appropriate programme of teaching in accordance with the duties of a classroom teacher.
- To carry out responsibilities of a Personal Tutor.
- Co-ordinating provision for students with learning differences and individual need.
- Liaising with and advising fellow teachers – supporting subject staff in classes and leading specialist sessions for identified students
- Responsibility for targeting students performing below target at each assessment stage (twice a term) and liaising with key subject staff to ensure process in place to follow up and support

ALS Coordinator

- Identifying Gifted and Talented students and ensuring support and challenging activities are in place within and beyond lessons
- Managing any Additional Support teachers and any learning support staff
- Contributing to the in-service training of staff
- Liaising with external agencies and other providers under ECM agenda.

Assessment and Evaluation

- Ensure that all students with learning difficulties and individual needs are identified using a variety of methods of identification, screening and formal assessment.
- Ensure that all staff know what signs to look for and how to communicate their concerns confidentially to the ALS
- Give opportunity for students to disclose areas of difficulty and need.
- Respect students views and negotiate targets of support with the student
- Monitor student progress against targets
- Ensure that targets are regularly reviewed and evaluated

Teaching and Managing Student Learning

- Ensure that all students with learning difficulties and individual needs are given reasonable adjustments and provision to ensure that they have equal access to the curriculum and are able to demonstrate their skills and knowledge, this may include adjustments to classroom practice or the award of Access Arrangements
- Negotiate targets for an Additional Support programme with students to be implemented by a member of the ALS team. Targets should support Tutor Targets and will form the Personal Tutor Targets for the student concerned on the reporting system
- Communicate the needs of the student to tutors and advise on classroom practice to provide equality and access to the curriculum and methods for the student to demonstrate their knowledge and skills
- Deliver a programme of support to individual students or groups of students.
- Support the student in the classroom
- Give the student opportunity to discuss difficulties and request particular areas of support

Person Specification

Knowledge & Skills

- Have knowledge of the DDA and SENDA and to know how to implement their guidelines
- Know about JCQ and the range of reasonable adjustments that may apply to students with learning differences and individual needs
- Know about national standards of good practice and self assessment for SEN
- Know about the importance of keeping accurate records and collating evidence to show a history of support and student's normal way of working
- Know how to recognise students with specific learning difficulties encountered in mainstream schools such as dyslexia, dyspraxia, attention deficit and aspergers syndrome
- Know that cognitive deficits exist across different conditions and how to recognise co-morbidity and cognitive deficits
- Know how to identify learning difficulties in a range of situations and use a range of techniques including observation and informal and formal screening instruments
- Know how to evaluate the suitability of assessment materials for specific students and how to use them

ALS Coordinator

- Know about a range of teaching resources including the use of ICT to support learners with a range of difficulties
- Know about different learning styles and how to match a range of strategies and learning skills to enhance learners access the curriculum and demonstrate their skills
- Know about classroom practice and how to support tutors adopt inclusive practices in the classroom
- Know how to give advice to colleagues
- Know about professional ethics and student confidentiality

Skills

- To be able to select and use appropriate assessment materials, score results, convert raw scores to derived scores, analyse results, draw conclusions and make recommendations
- To be able to discuss student's needs in a sensitive manner and together plan a programme of Additional Support to facilitate outcomes of personal targets and tutor targets
- To be able to deliver a programme of Additional Support to meet student's individual needs
- To be able to organise a department and keep records
- To be able to communicate with tutors, informing them of individual need and giving advice on inclusive practice.
- To be able to support learners in the classroom