



## JOB DESCRIPTION

<b>Job Title:</b>	Learning Support Officer		
<b>Department:</b>	Additional Learning Support		
<b>Grade:</b>	Support Scale 4	<b>Position Type:</b>	Support
<b>Responsible to:</b>	ALS Team Leader	<b>Responsible for:</b>	Student Support

At **Oldham College**, we value and enable people by creating a space where everyone belongs and thrives earning trust and respect of the communities that we serve. We expect all colleagues to enable this, embedding and demonstrating the college values, by being **Respectful, Collaborative, Innovative, Aspirational and Inclusive.**

### **Role Purpose**

To support the delivery of high-quality, inclusive education by enabling learners with SEND to access the curriculum, develop independence, and make sustained progress. The role provides effective, individualised support to ensure learners can fully engage with college provision, achieve their individual targets, demonstrate positive behaviours for learning, and progress successfully.

To promote and provide excellent customer service internally and externally in all areas of the role

### **Key Responsibilities**

- Support learners in lessons across vocational subjects, Maths, and English (including GCSE), enabling access to learning, sustained progress, and the development of Maths and English skills within vocational contexts.
- Provide additional learning support to learners with SEND and High Needs across all areas of college provision, including targeted interventions, work placements, enrichment activities, personal development and external visits, delivering support that develops their knowledge, skills, and behaviours.
- Work collaboratively with teaching and curriculum staff to adapt strategies and resources, ensuring full access to an ambitious curriculum while promoting inclusive practice through shared guidance and awareness.
- Support students to develop effective communication skills, ensuring their views are expressed clearly and understood.

- Promote high expectations of behaviour, supporting the development of independence, resilience, and positive attitudes to learning.
- Support students to achieve their Preparing for Adulthood (PfA) outcomes by providing targeted guidance, skill development, and personalised support that promotes independence, employability, and successful transition beyond college.
- Apply a trauma-informed approach, supporting learners to feel safe, regulated, and ready to learn.
- Promote students' welfare, social development, and well-being during college time.
- Enable students to access college facilities, work placements, and external visits safely and effectively.
- Administer medication and follow agreed routines and care plans in line with individual needs.
- Work collaboratively with internal teams and external professionals to remove barriers to learning.
- Attend and actively contribute to meetings, including Annual Reviews, as required.
- Support effective transition planning, assisting learners as they move into, progress through, and transition beyond college.
- Implement, assess, review, record, and adapt support strategies throughout the academic year as part of the assess-plan-do-review process to ensure they are effective and impactful.
- Contribute to the implementation and review of EHCP outcomes, ensuring support is purposeful, measurable, and focused on impact.
- Monitor, record, and report on learner progress, attendance, and engagement to evidence impact, maintaining accurate and up-to-date records for quality assurance and audit purposes.
- Support the preparation and use of learning materials, equipment, and assistive technology.
- Attend training identified by the Line Manager and actively engage in relevant CPD to support the requirements of the role.
- Work flexibly across curriculum areas to meet learner needs and contribute to a consistent, high-quality experience.

### **General Responsibilities**

- Act as a positive role model for students, colleagues, and stakeholders, supporting the College's vision of investing in futures and its purpose of empowering potential and achieving success.
- Work in accordance with the College's policies, procedures, regulations, and codes of conduct at all times.
- Contribute to the delivery of College strategic priorities and continuous improvement objectives.

- Undertake duties appropriate to the role and grade, as reasonably required to meet service needs.
- Take responsibility for ongoing professional and vocational development, actively participating in appraisal, training, and development activities.
- Work flexibly to support College operations, which may include evenings, open days, or weekends, depending on the role.
- Actively promote and uphold the safeguarding of children, young people, and vulnerable adults by following College procedures, completing required training, and raising concerns appropriately in line with statutory requirements.

<b>Prepared by:</b>	<b>Milly Smith</b>	<b>Date:</b>	<b>10.04.2026</b>
<b>Reviewed by</b>		<b>Date:</b>	
<b>Reviewed by:</b>		<b>Date:</b>	



**PERSON SPECIFICATION**  
POST: Learning Support Officer

Our person specifications set out what matters to us and what success looks like, informed by our commitment to our values.

We know that skills and experience can be demonstrated in different ways and encourage you to use the specification as a guide when telling us about your suitability. We are committed to high standards, inclusion, and equality and welcome applications from everyone who shares our purpose.

<b>Essential Qualifications</b>	<b>Assessed by:</b>
Qualified to GCSE level (or equivalent) including Maths and English	Application
<b>Desirable Qualifications</b>	
Relevant qualification in Supporting Teaching and Learning or equivalent.	Application
<b>Essential Skills, Knowledge and Experience</b>	
Recent, relevant experience supporting young people or adults in one or more of the following areas: autism spectrum conditions (ASC), ADHD/ADD, communication and interaction needs, cognition and learning difficulties, social, emotional and mental health (SEMH) needs, and/or physical or medical needs.	Application/Interview
Working knowledge of IT software, including Microsoft Word and Excel.	Application/Interview
Strong interpersonal and communication skills, with the ability to build positive, professional relationships.	Application/Interview
Experience of promoting independence and empowering learners with additional support needs.	Application/Interview
Ability to maintain accurate and up-to-date records relating to learner support.	Application/Interview
Skilled in recognising changes in learner needs and responding appropriately and proactively.	Application/Interview
Ability to work effectively both under direction and independently within established frameworks.	Application/Interview
Excellent organisational and administrative skills.	Application/Interview
Flexible approach to working practices, including the ability to adapt to changing priorities.	Application/Interview
Ability to work under pressure and meet deadlines and performance targets.	Application/Interview

A clear commitment to equality, diversity and inclusion.	Application/Interview
Proven ability to build and sustain effective working relationships with colleagues and external partners.	Application/Interview
Secure understanding of SEND and inclusive practice.	Application/Interview
Experience of supporting learners within an educational or support setting.	Application/Interview
Ability to work flexibly across different curriculum areas.	
Understanding of behaviour as a form of communication, with a commitment to a trauma-informed approach.	Application/Interview
Commitment to high expectations and improving learner outcomes.	Application/Interview
Experience of, or ability to contribute to, outcomes linked to Education, Health and Care Plans (EHCPs).	Application/Interview
<b>Desirable Skills, Knowledge and Experience</b>	
Experience of working towards individual and/or team targets.	Application/Interview
Strong problem-solving skills	Application/Interview
Evidence of ongoing professional development and a commitment to continuous learning.	Application/Interview
Experience within a Further Education setting.	Application/Interview
Knowledge of safeguarding practices, including statutory guidance such as <i>Keeping Children Safe in Education</i> .	Application/Interview
Experience supporting learners with SEMH needs, autism, or complex needs.	Application/Interview
Experience supporting learners with complex needs, including manual handling, communication difficulties (e.g. dysphasia), and personal care.	Application/Interview
<b>Other Essential Requirements</b>	
Ability to work occasional evenings, Saturdays, on a rota basis as required	Interview
Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children, young people, and/or vulnerable adults	Application/Interview/ Onboarding