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### Role Description

Business Area: Student Services

Job Title: Learning Support Officer

Salary Scale: BS Fixed Point 24 £23,378.78 per annum pro rata

Location: Hopwood Hall College

Accountable to: Learning Support Manager

Hours of Duty: 36 hours Term time only

##### Special working conditions

The post holder may be required to work at any location of the College now or in the future in the evening and at weekends.

### Purpose

### To be the key point of contact between curriculum area and the Learning Support Team for area of responsibility for learners with a range of additional and learning needs.

### To meet the needs of learners with identified Learning Difficulties and / or Disabilities including in class and out of class support and sensory support to remove barriers to accessing learning and participation.

### To implement agreed learning support with individuals and groups with a view to encourage learner independence using identified support strategies

### Duties

1. To be the key contact between the Learning Support Team and Programme Area/s and liaise with key staff and course tutors regarding learners with additional needs.
2. To provide appropriate learning support for groups and /or individuals with identified Learning difficulties and / or Disabilities. Including in and out of class support, unstructured times, residential activities, educational visits or work experience.
3. To provide learning support (in class, small group and 1:1 support) for those learners identified as having additional support needs for literacy and numeracy.
4. To Implement and provide out of class support for identified learners with social and emotional needs, developing resources to support social/study skills for learners in the curriculum area/s.
5. To contribute to the planning, differentiation and target setting for learners needs with curriculum staff, SSTs and the wider Student Support and Learning Support teams.
6. To record, review and adapt strategies throughout the academic year using student ILP and other college systems and monitor the quality of SMART targets for area of responsibility
7. To promote equality and integration for VI/HI learners with curriculum and the wider college
8. To take a lead advisory role in utilising a variety of assistive technology, specialist software to support learners with the use of specialist equipment and software and promote independence.
9. To support the applications process for prospective students and ensure that all required information is made available, liaising with parents/carers, previous schools/colleges and external agencies.
10. To support the Learning Support Manager, Learning Support Coordinators and Learning Support Officers to carry out Healthcare Plans, PEEPs, exam access concessions and specialist equipment and software are in place.
11. To work closely with the Learning Support Manager and Learning Support Coordinator to review support for learners based on assessment evidence, the EHCP and High Needs Funding, to put a staffing plan in place to meet individual needs within the curriculum area/s.
12. To advise and guide the Inclusive Learning Assistants working within the Programme Area/s, support peer mentoring of new staff, and feedback to the Learning Support Coordinators regarding meeting KPIs
13. To support learners with personal care and medical needs including administration of medication where indicated in their Healthcare Plan.
14. To provide electronic or manual notetaking as required
15. To support the process in place for Exam Access Arrangements, helping gather tutor evidence and attendance by learners to EAA assessment meetings.
16. To develop and assist the integration of students by supporting the transition process and enrichment activities.
17. To develop and adapt accessible resources and materials including VI/HI accessible resources for learners prior to lessons to maximise all learning opportunities.
18. To develop positive working practices with external agencies in order to gather accurate information to inform learning support.
19. To engage in continuous professional development.
20. Any other duties, of a similar level of responsibility, as may be required.

### All staff are responsible for:

**Children & Vulnerable Adults:** safeguarding and promoting the welfare of children and vulnerable adults

**Equipment & Materials:** the furniture, equipment and consumable goods used in relation to their work

**Health / Safety / Welfare:** the health and safety and welfare of all employees, students and visitors under their control in accordance with Hopwood Hall College’s safety policy statements

**Equal Opportunities:** performing their duties in accordance with Hopwood Hall College’s Equality, Diversity and Inclusion Policy

### Revisions and updates

This role description will be reviewed and amended on an on-going basis in line with organisational needs, with consultation with trade unions where required.

### Person Profile

“The College supports the Skills for Life agenda and recognises the importance of all adults having functional literacy and numeracy whatever their role.  All staff are therefore given the support to gain a level 2 qualification in literacy and / or numeracy if they do not already have one and all teaching staff are expected to promote the basic skills of their learners within their subjects.”

#### Qualifications

##### Essential Criteria

##### **Level 2 (GCSE A\* - C) in English and Maths.**

##### **A recognised Level 2/3 qualification in Learning Support or equivalent or willingness to work towards this**

##### Desirable Criteria

**PTLLS**

**First Aid Certificate**

**Professional Note Taking qualification**

**BSL qualification**

**How Identified**: Application

#### Experience

##### Essential Criteria

##### **Experience of working with young people**

##### **Experience of working with individuals with Learning Difficulties and / or Disabilities**

##### **Experience of working with internal and external colleagues, teams and agencies**

##### **Experience of providing additional support in a learning environment**

##### **Experience of providing additional support for Literacy and / or Numeracy**

##### **Experience of developing resources for LDD and SEND leaners**

##### Desirable Criteria

**Experience of learners with personal care needs and / or medical conditions.**

**Experience of providing visual and hearing sensory support**

**Experience of note taking to support learning**

**How Identified**: Application/Interview

#### Specialist Knowledge

##### Essential Criteria

**Knowledge of SEND and EHCPs and the care planning process**

**Knowledge of providing quality support to learners within the four areas of need (Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health, Sensory and Physical Needs).**

**Knowledge of the support needs of learners with Learning Difficulties and / or Disabilities.**

**Knowledge of Specific Learning Difficulties such as Autism and Dyslexia**

**Effective interpersonal and communication skills for working with learners and their families, education professionals.**

**Plan and produce quality learning resources to support learners to overcome barriers to learning.**

**Ability to self-evaluate and make necessary adaptations to own practice, and confident in making suggestions and supporting others.**

##### Desirable Criteria

**Knowledge of supporting learning with sensory impairment.**

**Knowledge of Assistive Technology and software**

**How Identified**: Application/Interview

#### IT Skills

##### Essential Criteria

Intermediate ability to use Microsoft Office applications and willing to undertake training appropriate to role

Willing to undertake any software training relevant to role.

##### Desirable Criteria

Experience of student records system, electronic ILPs, Promonitor

How Identified: Application/Interview

#### Competencies

Read this criteria in conjunction with the College Competency Framework – available on the intranet/internet.

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| **1. Leading and Deciding** | |
| 1.1 Deciding and initiating action | **Essential** |
| 1.2 Leading and supervising | **Desirable** |

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| **2. Supporting and Co-operating** | |
| 2.1 Working with people | **Essential** |
| 2.2 Adhering to principles and values | **Essential** |

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| **3. Interacting and Presenting** | |
| 3.1 Relating and networking | **Essential** |
| 3.2 Persuading and influencing | **Essential** |
| 3.3 Presenting and communicating | **Essential** |

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| **4. Analysing and Interpreting** | |
| 4.1 Writing and reporting | **Essential** |
| 4.2 Applying expertise and technology | **Essential** |
| 4.3 Analysing | **Desirable** |

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| **5. Creating and Conceptualising** | |
| 5.1 Learning and researching | **Essential** |
| 5.2 Creating and innovating | **Essential** |
| 5.3 Formulating strategies and concepts | **Desirable** |

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| **6. Organising and Executing** | |
| 6.1 Planning and organising | **Essential** |
| 6.2 Developing results and meeting customer expectations | **Essential** |
| 6.3 Following instructions and procedures | **Essential** |

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| **7. Adapting and Coping** | |
| 7.1 Adapting and responding to change | **Essential** |
| 7.2 Coping with pressures and setbacks | **Essential** |

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| **8. Enterprising and Performing** | |
| 8.1 Achieving personal work goals and objectives | **Essential** |
| 8.2 Entrepreneurial and commercial thinking | **Desirable** |

##### Hopwood Hall College is committed to guarantee an interview to people with disabilities who meet the minimum essential criteria for a vacancy and to consider them on their abilities.