

## Loughborough College Job Description

### 1. Job Details

Job Title: **Additional Learning Support Lecturer**

Competency Level: **Teaching 2**

Reporting To: **Student Support Leader**

Department: **Learner Services**

Annual Salary (FTE): **£24,262 – £30,329 per annum (37 hours per week, permanent)**

Date: **September 2017**

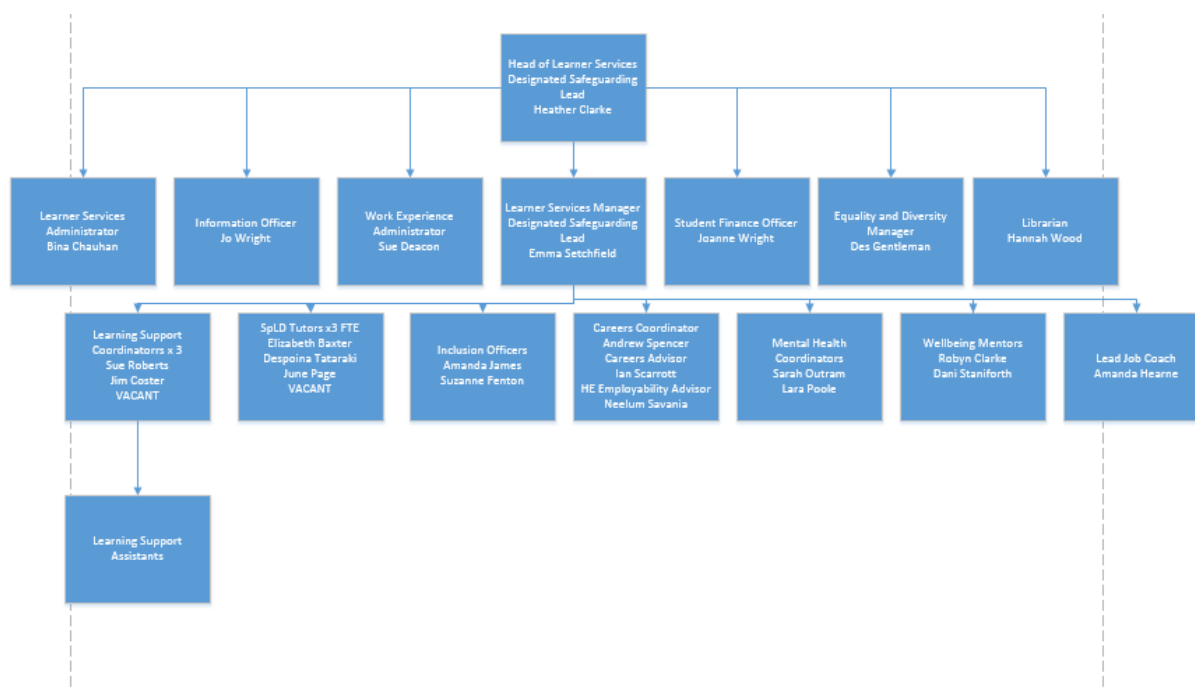
### 2. Job Purpose

To provide an outstanding teaching and support service for students with additional learning support needs.

### 3. Dimensions

*Not applicable*

### 4. Organisation chart



## 5. Key Responsibilities

- To deliver high quality and challenging additional learning support to a range of learners
- To lead and devise appropriate strategies which identify students' needs including initial assessments and examination access arrangements and support the coordination of support as appropriate
- To lead and collaborate with staff in the development of excellent ALS materials and ALS programmes of study utilising a range of media
- To develop, share and advise on the use of adapted materials to support learners with specific learning differences
- To undertake curriculum area responsibility for the area of ALS (SpLD) designated by the Curriculum Area Leader/Manager
- To play a key role in quality assurance and quality improvement
- To comply with and develop best practice administrative and quality assurance systems
- To provide CPD training sessions for Curriculum and Support staff on working with students with additional learning needs
- To participate in continuous professional development to provide a high quality cross-college learner support service
- To provide a point of contact for enquiries from potential students with specific learning difficulties and/or disabilities
- To meet with curriculum managers / PALs to advise on and develop support strategies to meet individual learner requirements and review their progress
- To support HE learners with their DSA application
- To liaise with external agencies involved in assessment, support and review of learner requirements

## 6. Key Result Areas

Action	Result
Lead on curriculum development	Resourced programmes of study
Lead on the planning, preparation, delivery, and assessment of effective learning programmes	To ensure students achieve
Create and apply effective differentiation and stretch and challenge techniques	To ensure all students achieve to the best of their ability
Monitor progress in lessons and disseminate learner progress with key staff	To ensure students are on track to achieve their target grades
Lead on development of assessments/assessment strategies and give high quality feedback	To ensure students can meet their targets and progress
To participate in moderation and internal verification	To ensure Awarding Organisation criteria are met and academic standards maintained
Participate in and deliver staff development opportunities	To ensure teaching and learning is up to date and maintained to the highest standards
To play a key role in quality assurance and quality improvement	To ensure Awarding Organisation requirements and College KPIs are met
Participate in department activities and meetings	Increased recruitment, broader knowledge of department

## 7. Key Working Relationships and Communications

**Internal:** Head, Manager, Curriculum Manager, Curriculum Area Lead, Programme Area Leader, Curriculum Staff, Administration Staff, Support Services Staff

**External:** Awarding Bodies, JCQ, Student Finance England, Local Authorities, parents/carers

## 8. Scope for Impact

*Not Applicable*

## 9. Competency profile

The following profile is a description of the required competencies of the role:

Competency	Descriptor	Competency	Descriptor
<b>Accountable</b> - <i>We have full ownership for our actions, thinking through our decisions and taking responsibility for the outcomes.</i>	Takes ownership for own development, supports that of others and develops beyond own role. Works efficiently; makes best use of the College's resources. Maintains a healthy and safe environment for College people and visitors. Swiftly implements changes to keep up with legislation and best practice. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge Understand the teaching and professional role and your responsibilities Maintain and update your knowledge of educational research to develop evidence-based practice Maintain and update knowledge of your subject and/or vocational area Evaluate and challenge your practice, values and beliefs	<b>Entrepreneurial</b> - <i>We think outside the box, exploiting technology and providing opportunities using our initiative and creativity.</i>	Looks for opportunities to do own job better; puts forward ideas. Always considers longer term impact of own tasks You try new approaches and are not tied down by the existing ways of doing things. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning Be creative and innovative in selecting and adapting strategies to help learners to learn
<b>Agile</b> - <i>We are flexible and responsive in all that we do and demonstrate adaptability towards new challenges and changing environments.</i>	Handles change with responsiveness and adaptability. Uses a structured and collaborative approach to solving problems in own and related work areas. Reaches clear, definite and timely decisions based on thorough understanding of the facts and an eye to their practical implications. Multi-tasks and consistently delivers own and team objectives on time and to standard. Anticipates customer needs; prevents poor service; delivers consistently high quality service. Knows how to handle, store, disseminate and share digital information and data in a responsible and ethical way. 0 Maintain and update your teaching and training expertise and vocational skills through collaboration with employers Evaluate your practice with others and assess its impact on learning Reflect on what works best in your teaching and learning to meet the diverse needs of learners	<b>Inspiring</b> - <i>We are passionate and positive about what we do, creating challenging and motivational environments where everyone grows and succeeds.</i>	Inspires people to reach great heights of performance and success through leadership. Communicates with impact and sophistication; adapts style and uses varied media to meet different audience needs. Promotes and ensures diversity, equality and inclusion in own team; team works within relevant laws. Promote the benefits of technology and support learners in its use Motivate and inspire learners to promote achievement and develop their skills to enable progression Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge
<b>Engaging</b> - <i>We are focussed on building relationships, using clear communication to ensure everyone participates and feels part of the College.</i>	Supportive team member; forms positive working relationships in team. Effectively coordinates others in achieving a task. Contribute to organisational development and quality improvement through collaboration Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment Manage and promote positive learner behaviour Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence Build positive and collaborative relationships with colleagues and learners Value and promote social and cultural diversity, equality of opportunity and inclusion	<b>Integrity</b> - <i>We are open, honest and transparent in our work, behaving professionally and ethically at all times</i>	Credibly represents the College by demonstrating a superior knowledge of subject area - current and related topics. Own work consistently contributes to the strategic aims of the College. Improves diversity, equality and inclusion in own area; challenges inappropriate behaviours. Understands self and others; communicates with sensitivity; handles difficult people and events effectively. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement

**Knowledge, Skills and Experience (Person Specification)**

QUALIFICATIONS		ESSENTIAL	DESIRABLE	HOW ASSESSED
1.	Possess a degree in a relevant subject area (or equivalent qualification)	•		Application
2.	Possess a PGCE or equivalent teaching qualification	•		Application
3.	Chartered Psychologist (HCPC registered) or Specialist Teacher (Patoss) or Additional SpLD Qual OCR 5 or above		•	Application
4.	Holds a current Assessment Practicing Certificate from the British Dyslexia Association or PATOSS and/or qualified to use standardised assessments to conduct examination access arrangements OR willingness to work towards.		•	Application
EXPERIENCE				
5.	Experience of assessing and reviewing learners' needs, across a range of support requirements, including the ability to apply diagnostic tests to current SASC guidelines		•	Interview
6.	Experience of teaching within an FE/HE context	•		Application
7.	Experience in a relevant vocational industry setting or academic background	•		Application
8.	Extensive experience of supporting learners with Specific Learning Differences	•		Application
9.	Proven experience of motivating students to achieve excellent results	•		Interview
10.	Experience of creating, monitoring and reviewing individual learner support plans	•		Application
11.	Evidence of effective use of ICT/ILT in all aspects of work	•		Interview
12.	Experience of collaborating with teaching colleagues from other subject areas	•		Interview
SKILLS & KNOWLEDGE				
13.	Excellent teaching and learning skills	•		Interview
14.	Thorough understanding of current disability and inclusion issues.	•		Application
15.	Knowledge of a range of teaching methodologies and the ability to utilise these effectively within a variety of contexts	•		Interview
16.	Work flexibly and to deadlines	•		Interview
17.	Excellent planning, administration and organisational skills	•		Interview
18.	Knowledge of JCQ regulations and Exam access arrangements for FE and HE		•	Interview

19.	Knowledge of the framework for Disabled Students Allowances	•		Interview
20.	Provide clear and formative feedback on ALS issues	•		Interview
<b>BEHAVIOURS</b>				
21.	Work effectively with colleagues as part of team	•		Interview
22.	Motivate and relate with students from a range of different cultural backgrounds	•		Interview
23.	Comply with professional standards at work	•		Interview
24.	Show commitment to the improvement and maintenance of standards	•		Interview
25.	Promote the College's equal opportunities policy and practices	•		Interview
26.	Ensure the safeguarding of students	•		Interview

## Notes

1. A satisfactory Enhanced Disclosure & Barring Service check is required for this post. Loughborough College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
2. Loughborough College retains the right as a condition of your employment to require you to undertake such other duties as may be expected of you in the post mentioned above, or in a similar post within the College.
3. This job description and person specification was prepared in **September 2017** and may be amended in light of changing circumstances following discussion with the post holder.

## 10. Job Description Agreement

<b>Job Holder Signature</b>		<b>Date</b>	
<b>Manager Signature</b>		<b>Date</b>	