

The Leicestershire College

Job Description

1. Job Details

Job Title:	Learning Support Manager
Department:	Learner Services
Reporting To:	Head of Learner Services
Competency Level:	Leadership 1
Hay Grade:	G6
Date of Job Evaluation:	TBC
Annual Salary (FTE):	Up to £43,004 per annum
Date:	April 2023

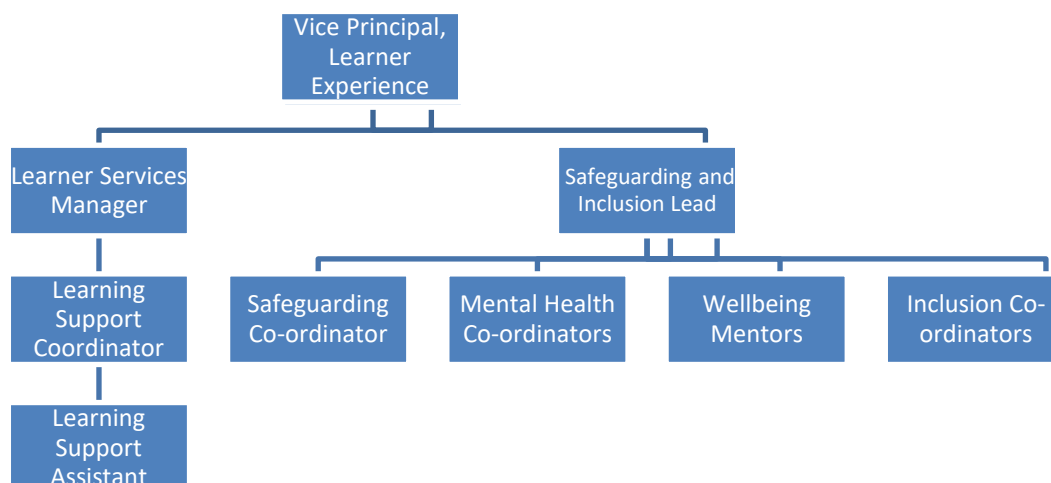
2. Job Purpose

To manage the Learning Support Services functions within the college. Overseeing and responding to Education Health and Care Plan consultations and liaising with local authorities. Accountable for the effective implementation of support and teaching strategies for a range of students with additional learning support needs, SEND Support plans and EHCP's including the effective review of support.

3. Dimensions

- a) *Staff numbers – 8 direct reports + Learning Support Assistants*

4. Organisation chart



5. Diversity and Inclusion

Loughborough College is committed to operating with Fairness, Respect, Equality, Diversity, Inclusion and Engagement at the heart of its organisation.

F – Fairness – All stakeholders to be treated fairly, consistently and equally within Loughborough College and any place associated with Loughborough College by ensuring everyone has a voice and will be listened to.

R -Respect – All stakeholders will be treated with mutual respect and decency throughout their time at Loughborough College.

E – Equality – All stakeholders will be given the same opportunities throughout their time at Loughborough College. They will be treated, and are expected to treat others with the same values and behaviours in every aspect of Equality the college works towards.

D – Diversity – Loughborough College will work towards being a diverse College by ensuring all people are represented and have role models to aspire to. A diverse College will ensure better success in learning outcomes and workplace satisfaction.

I – Inclusion – Loughborough College will create an environment that is truly inclusive by celebrating everyone’s individuality and ensuring everyone is protected and safe to be their full selves.

E – Engagement – Loughborough College will ensure a more diverse and engaged workforce, student population and other stakeholders’ relationship by ensuring effective communication, representation, feedback and collaborate working of all groups, at all levels.

6. Key Responsibilities

Core Responsibilities

- To promote the College’s vision, mission and strategic objectives and to promote the values and behaviours which underpin them at all times.
- To act as an ambassador for the college in dealings with all external agencies (other colleges, funding bodies, suppliers, learners, parents and employers) and to maintain the highest standards of professional conduct.
- To promote Loughborough College and its subsidiaries as the first-choice destination for students, employers, and staff alike.
- To proactively promote equality of opportunity in all aspects of the work role and to assist in the leadership and management of compliance to the agreed Health & Safety policy and practice.
- To promote a positive approach to security and discipline within the College community.

Role specific responsibilities

- To coordinate and lead on EHCP consults ensuring the college respond to statutory requests.
- To conduct support assessments of learners with a range of additional learning support needs including statements of need/SEND Support plans and EHCP’s attending school transfer reviews and communicating strategies via the ILP for support needs and teaching strategies.
- To liaise with external agencies involved in assessment, support, and review of learner requirements.

- To ensure that appropriate assessments are conducted which identify learners' needs and facilitate appropriate learning support that promotes independence.
- To work collaboratively with the Inclusion and Safeguarding Lead to ensure that effective support practices are in place and are being monitored in line with learner EHCP outcomes and reviews.
- To facilitate the integration of students with disabilities/learning difficulties in mainstream provision and wider college activities, in line with the SEND code of practice.
- Work with curriculum teams to develop a range of resources and activities to promote and embed best equality and diversity practice consistently.
- Reporting to the Head of Learner Services, to the planning of High Needs Learners cross college following assessment, highlighted recommended support plans and cost.
- To ensure the effective deployment of Learning Support Assistants cross college to meet learner needs, reviewing the effectiveness and impact in each curriculum area to report back to the Senior Learner Services Manager.
- Take responsibility for ensuring risk assessments of learners with additional support needs are completed monitored and implemented.
- Working closely with HR to develop and implement, the Equality Duty Framework.
- Work with Heads of Department and other relevant Managers across the College to advise and promote best practice and accountability in equality and diversity within curriculum and support areas, including assessment practice, promotion materials, resources and teaching and learning strategies.
- To carry out support reviews including EHCP reviews with students to ensure appropriate levels of support are in place for the learner to access the curriculum effectively.
- Working with the Support coordinators ensure Learning Support Assistants utilise the ILP (individual learning plan) and record information relating to support consistently and accurately as well as contributing to the progress towards student outcomes.
- To coordinate learning walks of staff involved in delivering additional learning support, including gaining feedback from both service users and curriculum teams; and to undertake professional development reviews of support staff including staff appraisals.
- To provide, develop, share, and advise on the use of adapted materials including assistive technology, to support learners with specific learning differences, working with the curriculum areas, in conjunction with the Support Coordinators and SpLD Tutors.
- To represent Learning Support at meetings, Open days, and Interview days internally and externally.
- To support the recruitment process of Learning Support Assistants to the team.
- To carry out appraisals of the Additional Learning Support Team that feed into the department and college strategy in line with college procedures.
- To deliver training within their specialist subjects such as Autism, social and emotional needs, ADHD, moving and handling, Physical disabilities, visual impairments, hearing impairments and medical conditions both to the learner services team and cross college (list not conclusive).
- To ensure compliance with medication and administering medication for those with medication needs.
- To work closely with our partners such as SENSE College to help develop support for a wide range of students and draw upon specialisms.
- To hold team meetings/learn and share meetings with Learning Support Assistants to develop best practice and ensure up to date knowledge of Learning Support Assistants
- To contribute to the quality assurance process including providing evidence to meet external and internal audit requirements for both Further Education and higher education practices including DSA.

- Working closely with the Quality team, identify gaps in different groups of learners' achievements and outcomes, using relevant data, and support curriculum teams and Learner Services to implement effective strategies to eliminate discrimination, promote equality and eradicate achievement gaps, across all provision, including class-based and employer-based learners.
- Develop and maintain College equality and diversity action plan and contribute towards the development of the College self-assessment process and development.
- To liaise with the Examinations department to ensure that access arrangements are in place.
- To develop study skills programmes with the library and SpLD tutors that are targeted and meet the needs of our learners. To ensure the effective tracking and monitoring of support across college systems, ensuring compliance with internal MIS systems and external funding agencies
- To manage the administration of the bursary, ensuring policy is in line with funding regulations as well as providing financial support for disadvantaged learners.
- To act as a deputy designated safeguarding lead

7. Key Result Areas

Action	Result
To work with curriculum and timetables to ensure the effective deployment of Learning Support Assistants cross college to meet learner needs, reviewing the effectiveness and impact in each curriculum area to report back to the Head of Learner Services	Budget against ALS in line with support needs Success rates increased and attainment gap narrowed for those with a support need LD or disability
Contribute to the planning of High Needs Learners cross college following assessment, highlighted recommended support plans and cost.	Budget against ALS in line with support needs Success rates increased and attainment gap narrowed for those with a support need LD or disability
Coordinate the EHCP consultations process, reporting to the Senior Learner Services Manager to monitor demand on ALS services.	Success rates increased and attainment gap narrowed for those with a support need LD or disability. Destination data available to be reviewed throughout the year. Reduced withdrawal rates
To coordinate the Additional support training offer to staff across college in areas such as Autism, social and emotional needs, ADHD, moving and handling, Physical disabilities, visual impairments, hearing impairments and medical conditions both to the learner services team and cross college (list not conclusive)	Success rates increased and attainment gap narrowed for those with a support need LD or disability.

To hold team meetings/learn and share meetings with Learning Support Assistants to develop best practice and ensure up to date knowledge of Learning Support Assistants	Success rates increased and attainment gap narrowed for those with a support need LD or disability
Working with the Support Coordinators, lead on the planning, preparation, delivery, and assessment of effective training for the LSA's	To ensure positive outcomes and attainment gaps narrow for those with identified support need.
Lead on development of support assessment strategies and give high quality feedback	To ensure students can meet their targets and progress
To play a key role in quality assurance and quality improvement	To ensure service requirements and College KPIs are met
Participate in department activities and meetings	Increased recruitment, broader knowledge of department

8. Key Working Relationships and Communications

Internal: Head of Learner Services, SpLD Tutors, Support Coordinators, Library, Student finance administrator, Learning Support Assistants, Inclusion and Safeguarding Lead, Curriculum teams (cross college) including Managers, Programme Area Leads and Teachers, MIS, exams, finance, HR

External: Local Authorities including the SENA team, SENDIASS and other authority services Schools and SENCO's, parents/carers/guardians, DSA/NMH

9. Scope for Impact

The national and regional landscape for learner with identified support needs has continued to increase over the last 3 years. On average 20% of learner declare a support need with more being identified when they start their programmes. Budget challenges, constraints and consultation with the local authority means that the ever-increasing need to meet demand is a challenging one. The cost of living has impacted on many households nationally and further development of services across finance, additional support and continued extra study skills is a key driver for this role.

The college has a great support offer in place for its learners. Reviewing data linked to trends and external/multiagency working is key to ensure that best practice is embedded throughout the college and its curriculum. Working with the head of quality and Inclusion and Safeguarding Lead, to promote a culture of high expectations throughout curriculum is key for this role.

10. Competency profile

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

<p>Working with Excellent People</p> <p>Inspires people to reach great heights of performance and success through leadership. Builds and leads effective teams; leverages strengths; promotes and enables effective cross departmental working. Communicates with impact and sophistication; adapts style and uses varied media to meet different audience needs.</p>	<p>Responsiveness</p> <p>Supports change and supports colleagues in adapting to change. Motivates a team to come up with ideas for improvement and supports implementation. Keeps informed of College priorities and direction and works in this direction. Creates an effective structure for problem solving in team; develops problem solving capability in team. Makes well-judged decisions where there is difficulty or ambiguity; develops decision making capability in team. Manages people and projects effectively and consistently delivers high quality, on time and to budget.</p>
<p>Ensuring Financial Sustainability</p> <p>Justifies expenditure; gets best value for money; contributes to budgeting process. Demonstrates commercial awareness in own work; uses basic business metrics to ensure this.</p>	<p>Self-Awareness</p> <p>Maintains a healthy and safe environment for College people and visitors. Swiftly implements changes to keep up with legislation and best practice. Promotes and ensures diversity, equality and inclusion in own team; team works within relevant laws. Understands self and others; communicates with sensitivity; handles difficult people and events effectively.</p>
<p>Delivering Excellent Quality</p> <p>Team or department delivers creative and personalised customer service which shows continuous improvement. Credibly represents the College by demonstrating a superior knowledge of subject area - current and related topics. Supports and encourages continuous learning and development of team. Coaches and mentors. Knows how to handle, store, disseminate and share digital information and data in a responsible and ethical way.</p>	

11. Knowledge, Skills and Experience (Person Specification)

QUALIFICATIONS		ESSENTIAL	DESIRABLE	HOW ASSESSED
1.	Possess qualifications in Maths and English Levels 4-9 (GCSE Grades A-C) or equivalent	•		Application/ Interview
2.	Specialist qualification in supporting learners with specific difficulties/disabilities or willingness to work towards this (level 3 or above)		•	Certificates
3.	Relevant degree or level 5 qualification	•		Application/ Certificates
EXPERIENCE				
4.	Coordinating support services for learners with additional needs in an FE setting		•	Interview
5.	Extensive experience of working with learners with a range of learning support needs.	•		Application/ Interview
6.	Significant experience of working in a learning environment for people in a post-16 educational setting		•	Interview
7.	Excellent working knowledge of the SEND Code of Practice, Education Health and Care Plans and Preparing For Adulthood Agenda	•		Interview
8.	Experience of using data to inform service delivery	•		Application
SKILLS & KNOWLEDGE				
9.	Excellent Communication Skills at all levels	•		Application/ Interview
10.	A clear understanding of confidentiality and boundaries of the role	•		Interview
11.	Highly literate, organised and numerate	•		Interview
12.	Good analytical ability, highly numerate and able to use lateral and systematic thinking to coordinate people and complete timetables	•		Interview
13.	At ease with a wide range of IT systems and the ability to understand and manage data as well as excellent use of Excel, Databases, Word and PowerPoint confidently	•		Application/ Interview
14.	Able both to work effectively within and contribute value to a team, and be self-reliant.	•		Interview
15.	Demonstrate your understanding of diversity and inclusion	•		Application
BEHAVIOURS				
16.	Highly motivated, with an ability to work with people operating at all levels within the organisation.	•		Interview
17.	Reliable, enthusiastic and committed, able to inspire and lead people and innovate and progress new areas of work, and enjoy a challenge.	•		Interview

18.	Builds strong, inter-departmental relationships and works collaboratively to achieve corporate goals	•		Interview
19.	Promote the College's equal opportunities policy and practices	•		Interview
20.	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 July 2020 and may be amended in light of changing circumstances following discussion with the post holder.

12. Job Description Agreement

Job Holder Signature		Date	
Manager Signature		Date	

Job Description – Guidance Notes

These are guidance notes to assist job holders/managers in the completion of a job description.

Section 1: - Job Details

Job Title: The title by which the job is known
Reports to: The job title of the immediate superior

Section 2: - Job Purpose

This should provide an accurate, concise statement in probably not more than 20 words of why the job exists. It should allow readers to immediately focus on the position's overall role in the organisation.

The Purpose Statement should not be a detailed list of duties or a lengthy review of the operation and its problems. The Purpose Statement should give a clear response to the question "Why does the job exist in the organisation?"

It is often helpful to complete the remainder of the job description to develop an overall view of it, and then come back to this question to complete it, using the insights gained from the rest of the form to crystallise your thoughts on your job's overall purpose.

Section 3: - Dimensions

Do not produce a long list of statistics which relate to the job, but include essential information about:

- a) *Capital and Revenue Budgets* - when quoting figures, it is important to show only figures on which the activities have some impact.
- b) *Staff Numbers* - show the total number of subordinates who report to the role whether direct or through intermediate supervisors/managers. It is helpful to have a breakdown of salary level and/or function for those jobs where large numbers of staff are involved.
- c) *Other Statistics* - relevant information or statistics for example membership of committees or publications issued each year. Do, however, restrict it to statistics which are strictly relevant to the job.

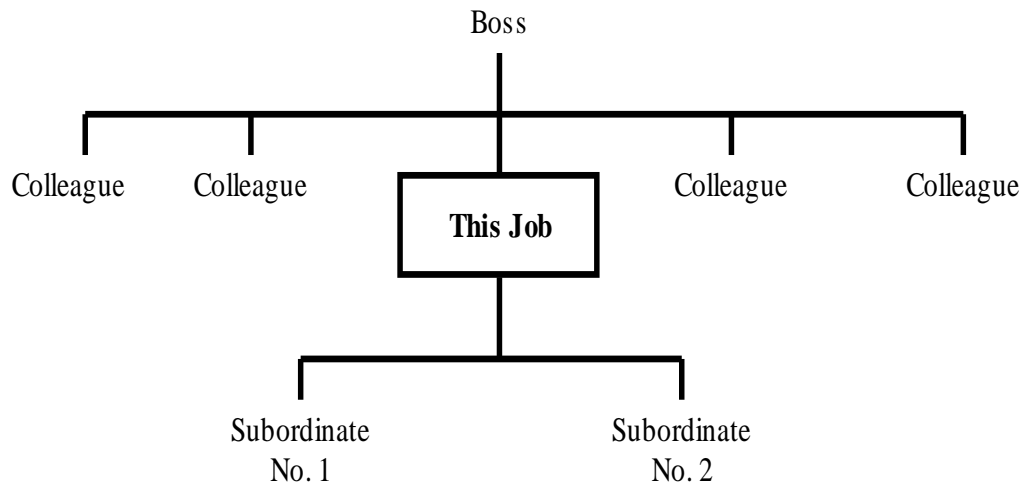
Section 4: - Organisation Chart

The purpose of this Section is to establish how the job fits into the rest of the organisation. It should make the following points clear:

- a) The boss' job.
- b) Job titles of colleagues reporting to the same boss.
- c) Jobs reporting directly to the role.

It is usually best to draw the chart with the boss in the centre at the top, the job in question immediately below with peers on either side. Subordinate jobs should then be shown below.

The example below gives a useful style:



If a printed organisation chart already exists, attach a copy and highlight the role.

Section 5: - Key Responsibilities

Within this section list the key responsibilities of the job, namely the key functions and activities that will contribute to satisfactory performance of the job.

Section 6: - Key Result Areas

This is the most important part of the job description. Getting it right is in many ways the hardest part of the exercise.

Key Result Areas are statements of the end results required of a job.

The characteristics of Key Result Areas are:

- In total they represent all the key outputs of the job.
- They describe end results not duties or activities. They tell the **what** not the how of the job.
- They are worded to emphasise action that leads to an end result.
- Each statement describes a distinct end result, arising from an identifiable element or "set" of activities in your job.
- They are not broad and vague statements - **they must be specific.**

Key Result Area statements ideally should be worded so that they will lead to thoughts of measurement. For example, it is better to state something like "achieve maintenance standards" than "undertake maintenance". The former leads to a measure against the maintenance standards.

These principles can be illustrated by taking the simplest form of organisation, the one person business, such as a green grocer. If they were able to specify the purpose of their business it might be something like:

"To make a comfortable living by the sale of fresh fruit and vegetables at good profit margins".

To achieve this overall purpose the green grocer will have to achieve results in a number of areas. The Key Results are:

- Buying* - buy the fruit and vegetables at a price that will enable them to earn a suitable profit.
- Pricing* - ensure the prices are right so that people will buy.
- Siting* - locate their stall in the most suitable place to achieve trade.

Note that the Key Result Areas spell out **why** and the **what** of the job, not the detailed **how** of the job. The kind of stall required, the exact location of the stall, the cost of the fruit etc., are not described in detail. They are obviously important in the operation of the business and will help determine its relative success or failure. But we do not detail this because if we do we only serve to **constrain** the green grocer. If we tell them that they must site their stall in a certain location or that they must pay a certain price for their fruit then we narrow considerably their area of freedom and their accountability for the results of the business. Duties and details constrain people: the definition of the Key Result Areas free people to do their best.

The following is an example of a Key Result Area statement:

Action	Result
Negotiate and monitor the performance of the catering contract.	To ensure the hospital is receiving value for money.

General Comments

Most jobs contain between five and ten Key Result Areas. If you can identify only two or three, think again. There are probably more. On the other hand, if you find you come up with a dozen or more statements, re-examine them and see if some of them are not different facets of the same end result or due to your activity statements.

To help in developing Key Result Areas, the last page of these notes contains a list of action words which often feature in managerial Key Result Areas statements.

Section 7: - Communications and Working Relationships

This Section specifies the various types of people either inside or outside the organisation that the job needs to have contact with, and why. This also specifies the type of communication and its purpose and explains why there is a need to maintain such contacts.

Section 8: - Scope For Impact

Describe examples of the role together with the complexities and any other significant aspects of the job.

Section 9: - Competency Profile

HR team will insert the competency profile based on the agreed competency level for the role.

Section 10: - Knowledge, Skills and Experience

We are concerned here with any kind of skill, knowledge or experience required for satisfactory performance of the job. This section should describe the typical skills requirement rather than the particular attributes of any current job holder.

In many cases, the preceding sections of the description will have given a broad indication of the skills or knowledge needed. What is needed is to provide a more precise understanding of the knowledge and skill demanded by the job than may be immediately obvious from the preceding sections. What is the type, breadth and depth of knowledge and experience needed. Is there a specific skill, competence or qualification required to perform the job?

Section 11: - Job Description Agreement

This Section should simply be signed and dated by you and authorised by the manager, and indicates that the countersigning person agrees that the completed job description gives an accurate outline and picture of the job.

Annex

Action Verbs

A	E	M	Service
Accumulate	Ensure	Manage	Set
Achieve	Establish	Maintain	Specify
Advise	Evaluate	Meet	Standardise
Analyse	Examine	Monitor	Store
Appraise		Motivate	Structure
Approve	F		Study
Ascertain	Facilitate	O	Submit
Assess	Follow-up	Operate	Supply
Assign	Forecast	Organise	Support
Assist	Formulate	Oversee	Survey
Assure	Fulfil		
Authorise	Furnish	P	T
		Participate	Take
B	G	Perform	Train
Budget	Gather	Persuade	
Build	Give	Plan	U
		Prepare	Update
C	H	Present	Uphold
Check	Help	Process	
Collate	Hire	Produce	V
Collect		Propose	Verify
Compile	I	Provide	
Complete	Identify		W
Communicate	Implement	R	Write
Conduct	Improve	Receive	
Consolidate	Influence	Recommend	
Consult	Inform	Recruit	
Contact	Interview	Reject	
Contribute	Inspect	Report	
Control	Issue	Represent	
Co-ordinate	Interpret	Review	
Counsel			
Create	K	S	
	Keep	Safeguard	
D		Search	
Design	L	Secure	
Determine	Liaise	See	
Develop	Limit	Seek	
Dictate		Select	
Direct		Sell	
Distribute		Serve	
Draft			