Dear Applicant,

Thank you for taking an interest in the position of Specialist Academic Support Lecturer at Cirencester College.

We are a 6th form college, which was previously a tertiary college. The vast majority of our c2200 students are doing level 3 programmes, mainly A Levels. We have approximately 350 staff including managers, lecturers and a wide array of support staff.

You would be joining a top performing college & much of this success is down to the fact that we have been very clear about where we wanted to go, have strong values and a well embedded 'Ciren Way' of going about things, and a group of staff capable of achieving excellence. We have a strong tradition of sharing good practice at the College.

Our Academic & Learning Support Department have an excellent reputation and you will be joining a very strong and supportive team, who work closely to achieve the best outcomes for students. We do not have a separate SEND provision, so all of our high needs students access the mainstream provision, with the majority working towards L3.

We are committed to staff development and have a brilliant regular Teaching & Learning slot on a Monday. We work with the Advisory Teaching Service at the beginning of the year to provide training on any specific learning disabilities or difficulties. We welcome contributions or ideas to help expand this programme.

Our team of Specialist Academic Support Lecturers provide a pivotal role in supporting students across the college. The role is complex and varied, from completing the exam access assessments, liaising with teaching staff and Learning Support workers, reassuring parents, offering guidance and support through transition periods to chairing annual reviews.

The job-specification provides a long list of the skills and experience we are looking for, but above all we need someone absolutely committed to achieving the best possible outcomes for students and with the energy, drive and clarity of mind to help us achieve them.

In terms of a work setting, both the college & the Cotswolds in general, are impressive. The campus itself has seen considerable investment in new buildings. It is situated on the edge of town, adjacent to the Bathurst Estate. The grounds of the Estate stretch for miles, with many staff using these to unwind, whether this be for a spot of lunch, a lunchtime stroll or a post-work run.

In summary, as a college we are passionate about helping students become the best they can be in whatever they choose to pursue. If you think these match your aspirations, we look forward to receiving your application, which you should address to Human Resources.

If you would like to ask any questions to find out more then please contact the Head of School for Community, Academic & Learning Support, karen.bell@cirencester.ac.uk

Yours sincerely

Karen Bell (Head of Community, Academic & Learning Support)

Job Description -

Academic Support Specialist

Reporting to: Academic Support Specialist Team Leader

& the Faculty Head for Adult Learning and Education Support

cirencester college
a beacon college

The key purposes of this role are to:

Plan and deliver high quality teaching, learning and assessment on all the courses you teach.

Ensure a high level of positive student outcomes on your courses.

Ensure that preparatory, marketing and administrative work is completed to a high standard.

	This post is accountable for:
Planning and delivering high quality teaching, learning and assessment	To assess the needs of students with Spld/LDD in order to plan and facilitate appropriate support, including support for learners with multiple and complex learning difficulties / physical disabilities / sensory impairments / medical needs.
	To carry out assessments of students requiring examination access arrangements in line with JCQ guidance.
	To follow up the assessment process by preparing confidential reports and student profiles and sharing information with subject lecturers and tutors
	To provide one-to-one and small group academic support to students
	To help facilitate classroom support for individual students and to liaise closely with our SEND Transition and Review Lead, Learning Support Workers, Subject Lecturers and Personal tutors on the needs of the students.
	To work closely with external agencies and chair annual reviews for EHCP students, reviewing and setting appropriate outcomes
Ensure a high level of positive student outcomes	To liaise closely with previous educational establishments and outside agencies as part of transition into college planning.
	Closely monitor and record students' progress and provide necessary intervention
	Provide transition support in terms of information regarding support processes of those progressing onto HE , links with external employment support and other FE provision.
	Insisting on high ambitions for all students.
Enhance the overall experience of students	Ensuring compliance within your area to College Health and Safety, Safeguarding, and E&D policies.

	Promote enrichment activities
Ensure that an equitable share of team preparatory, marketing and administrative work is completed to a high standard	Timely and accurate recording of student performance, behavioural, risk and skills information using College systems.
	To support the department in the preparation, maintenance and presentation of all types of learning materials.
	To be available for parent liaison and marketing events.
	To attend meetings and contribute your ideas to the further development of the department.
	To take part in other cross-college development activities.
	Analysing available data in order to inform line managers, action planning and decision making.
	Undertake such duties related to the work of the College as may be assigned, consistent with your level of responsibility.

PERSONAL PROFILE

We are seeking someone who closely matches the following criteria:

	ESSENTIAL	**DESIRABLE**
QUALIFICATIONS	Post Graduate (level 7) Qualification in Specific Learning Difficulties and/or SEN, including at least 100 hours relating to individual specialist assessment And/Or A specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by BDA, the Dyslexia Guild or Patoss and listed on the SASC website	Due to the current balance of expertise in the team, a background in science/maths would be ideal but not essential
SKILLS/ PERSONAL QUALITIES	Strong organisational/administrative skills.	Good ICT skills.
	Be able to demonstrate a depth of understanding and empathy towards learners with disabilities and facilitate a student centred approach	
	Strong communication and facilitation skills	
	Ability to work closely with colleagues and be a team player	
	A willingness to learn, share good practice and contribute to the development of the team	

EXPERIENCE	Experience of assessing and teaching students with a wide range of learning difficulties and disabilities, including those with complex / multiple needs.	
	Experience and thorough knowledge in the use of standardised testing and the application of exam access arrangements.	
	Up to date working knowledge of specific learning difficulties such as Dyslexia, ASD/ASC, ADHD and Dyspraxia	Experience of offering social skills support for students on the Autistic Spectrum Awareness of associated mental health difficulties
	Specialist study skills tuition/support at GCSE and A- level	
	Multidisciplinary team work	Working knowledge of the funding and annual review processes for students with EHCPs
	Up to date safeguarding knowledge/training	

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and do not justify a reconsideration of the grading of the post.
Annual targets for each element in this job description may be agreed annually with your Line Manager.

Indicators/ sources for reaching performance judgements (not exhaustive):

Performance will partly be judged using some or all of the indicators /sources but with line management judgement overall being the key criteria. This is not a comprehensive list and does not prevent or exclude any other source or indicator also being used, and needs to be read in conjunction with our College staff review policy

- Student Feedback (inc student survey)
- Success Rate Data
- Value Added Data
- Observation
- Student attendance data
- Team (inc assessment) records
- Line manager, peer and cross-college feedback