



Information for applicants

Application for the Post of: **Head of Additional Learning Support**

Thank you for your enquiry concerning the above post. I hope you find the following information of interest, and that you are encouraged to apply. The deadline for receipt of applications is **8a.m. on Friday 24th May 2019.**

Included below is an outline job description and a person specification.

You will also find on our website a link to the following forms which need to be completed and returned to the H.R. department at the address given on the forms:

1. Application Form (please do not replace with your CV)
2. Criminal Record Declaration Form
3. Equal Opportunities Policy and Form

The College is committed to safeguarding children and vulnerable adults. The successful applicant will be required to disclose any criminal convictions and agree to a check being made through the Disclosure and Barring Service. Please note that any eventual offer of employment will be made provisional subject to receipt of satisfactory DBS, health and reference checks.

I would like to take this opportunity to thank you for the interest that you have shown in this post. If you have not heard from us within four weeks, your application will have been unsuccessful on this occasion.

Yours sincerely

Jenny Anderson
HR Manager

JOB DESCRIPTION

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| Job Title: | Head of Additional Learning Support |
| Postholder's name: | |
| Reporting to: | Assistant Principal (Student Experience) |
| Member of: | Support Staff |
| Overall purpose: | <p>To oversee and manage key areas of the College including the Learning Support Mentors, College bursary and the library. To ensure high quality support provision in those areas, keeping up to date with legislation, government policy, and best practice, making recommendations as appropriate to SMT about the support function and its strategic development.</p> <p>To work with your team to manage a caring academic support function to meet the specific needs of students with learning difficulties, disabilities or whose first language is not English as well as ensuring high quality library provision for all our students.</p> <p>To act as the SENCO including oversight of exam-related duties, acting in line with JCQ guidance.</p> |
| Policy and procedure: | Inherent in this job description is an expectation that you will observe and implement the agreed policies and procedures of the College, including Health and Safety, appraisal and promoting equality of opportunity. |

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| Key Duties: Learning Support | <p>You will:</p> <ul style="list-style-type: none"> • Promote the College as a good place of learning for all potential students in the area who have learning difficulties or disabilities. • Liaise with partner secondary schools and special schools, to affect a smooth transition for learners to Wyke. • Work with the Senior Management Team to devise appropriate programmes of study for students with learning difficulties and disabilities. • Devise appropriate programmes of support for students with learning difficulties and disabilities, to include individual work in the academic support centre, support in lessons, specialist help where needed, and skills support in the study centre. • Plan the deployment of all Learning Support Mentors and act as their line manager. • Liaise with teaching staff to ensure that all students access 'quality first' teaching. • Maintenance of good records of support given and provision of timely and complete information to the College MIS office. • Work with external agencies, such as the various specialist services run by the Local Education Authority. • Seek to identify throughout the year any students who need extra support, and implement such programmes as are necessary. In particular, identify students who may be dyslexic, or have other disabilities, and secure support, including any formal testing needed to justify any extra help they may warrant in examinations. • Liaise with the Examinations Officer to ensure that students requiring exam access arrangements are appropriately supported. |
| EAL | <ul style="list-style-type: none"> • Work alongside the Teacher of EAL to devise a support structure that allows students to achieve outstanding outcomes. • Identify barriers to learning and progressions and work with the Teacher of EAL to overcome these barriers. |

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| Bursary: | <ul style="list-style-type: none"> • Work with the registrar to manage the College bursary fund. • Liaise with curriculum managers to ensure that the College bursary allows all eligible students to access the curriculum. • Track the progress of all bursary students and identify and overcome barriers to learning and progression. • Use the bursary fund to support eligible vulnerable students with learning difficulties and disabilities, particularly in relation to work experience. |
| Library: | <ul style="list-style-type: none"> • Line manage the Library Supervisor and ensure that it remains a conducive environment for learning. • Ensure that the library has appropriate cover in the absence of the library supervisor. Redistribute your staff accordingly. |
| Examinations: | <ul style="list-style-type: none"> • Be familiar with the JCQ guidance on access arrangements for students with disabilities or learning difficulties • Follow JCQ guidance, ensuring appropriate paperwork is completed • Work with the Exams Officer to ensure arrangements are in place for students with special requirements • Manage the College exam access arrangements, ensuring that all eligible students are assessed, and the appropriate arrangements are in place. |
| Assessment: | <ul style="list-style-type: none"> • Carry out assessments to determine student access arrangement need (with support from relevant staff). • Conduct reviews of these assessments as appropriate • Work with colleagues to ensure identified requirements are assessed and implemented. |
| Other activities: | <ol style="list-style-type: none"> a) Conduct self-assessments of the additional support function and plan necessary developments to tackle any identified weaknesses. b) Attend a review with SMT to discuss the performance of the additional support functions within the College (produce a report for SMT/Corporation). c) Work with the liaison team to interview and offer course guidance to prospective students. d) Triage students who declare additional needs at interview and ensure appropriate supportive measure are put in place, both prior to and during enrolment e) Communicate and consult with the parents of students including attending consultation evenings, new parents' evenings, and open evenings as required. f) Ensure that clear and appropriate records are maintained within the areas for which you are responsible. g) Communicate and co-operate with external persons or bodies. h) Contribute to references for students as appropriate. i) Undertake continuing professional development as appropriate j) Become a member of the College Management Group (CMG). k) Be a First Aider for the College. |
| Other duties: | This job description is a guide to the major responsibilities of the post holder. Other duties may be added at the reasonable request of the Principal and the job description itself may be revised from time to time (after discussion with the Principal) as the needs of the College change. |
| Location: | Wyke College, Bricknell Avenue, Hull HU5 4NT |
| Remuneration: | SFCA Support Staff SCP 44 |
| Hours: | Full-time |

Issued to post holder:

Person Specification

POST: Head of Additional Learning Support and CIAG

| | ESSENTIAL | DESIRABLE |
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| EDUCATION | | |
| | Educated to degree level | Qualification in SEND-related area |
| | | Teaching qualification or professional qualification in a relevant field. |
| | | Training to Level 2 in Safeguarding |
| EXPERIENCE | | |
| | Previous experience of successfully working with young people | |
| | Previous experience of successfully managing people | |
| | Participation in professional development in relevant fields | Knowledge of progression routes |
| | Up to date knowledge of SEND | |
| | A developed knowledge of the educational curriculum at levels 2 and 3 | |
| | Experience in negotiation with parents and other advocates | |
| | Understanding of how to keep young people safe and ensure equality of opportunity for all learners | |
| SKILLS & APTITUDE | | |
| | Ability to 'think on your feet' and respond appropriately to challenging situations | |
| | Ability to think and plan empathetically in the guidance of students | Ability to transform the prospects of young people experiencing significant difficulties |
| | Excellent interpersonal skills when liaising with students, parents and colleagues | |
| | Sensitive listening | |
| | Excellent motivational skills | |
| | Excellent time management in a context of diverse and always varying activity | |
| | The skills necessary to ensure successful teamwork | |
| | A seeker of effective routes and solutions | |
| | Good presentation/training skills | |

| PERSONAL QUALITIES | | |
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| | Outgoing / confident and able to liaise effectively at all levels | |
| | Resilience, in the face of contentious, challenges | |
| | Proven ability to work on your own initiative and as a member of a team | |
| | Ability to learn and implement new systems quickly, responding to institutional needs | |