



| <b>JOB DESCRIPTION</b>  |                                   |
|---|-----------------------------------|
| <b>JOB TITLE</b>  | Learning Support Coordinator      |
| <b>PAY</b>  | Point 20, £23,146 per annum       |
| <b>HOURS</b>  | 37 hours per week, all year round |
| <b>REPORTS TO</b>   | SEN Coordinator                   |
| <b>LOCATION</b>   | Peterborough College              |
| <b>JOB PURPOSE</b>  |                                   |
| To oversee the provision of Additional Learning Support for an identified caseload of SEND students supporting their journey from pre-entry, transition to college, whilst on their study programme and their progression onwards. To deliver key elements contributing to the student's journey to ensure their EHCP and preparing for adulthood outcomes are met in collaboration with the designated faculty area.   |                                   |
| <b>MAIN DUTIES AND RESPONSIBILITIES</b>   |                                   |
| Your main duties and responsibilities will include, but will not be limited to the following areas:   |                                   |
| <ul style="list-style-type: none"> <li>• Working closely with the SEN Coordinator around all aspects of the EHCP process including; contributing to consultations, EHCP requests and carrying out annual reviews to ensure statutory timelines are met. Managing all relevant administration and records related to the processes.</li> <li>• Assessing additional support and referrals for Exam Access Arrangements to make recommendations for reasonable adjustments</li> <li>• Managing the transition process for new students and leavers with relevant stakeholders</li> <li>• Signposting students to appropriate internal and external agencies and services</li> <li>• Working collaboratively with designated Faculty area attending curriculum meetings and maintaining strong communication to manage the requirements for support for students in those areas.</li> <li>• Providing guidance on support options in ways that will maximise individual learning potential and achievement advising on how teaching practice and learning environments can become adjusted to the needs of the student</li> <li>• Devising and reviewing risk assessments, support plans and recommendations for support delivery</li> <li>• Providing mentoring 1:1 support and creating adaptations for students where appropriate</li> <li>• Coordinating specialist wrap-around support provision such as Occupational Therapy, access to Neurodevelopmental services in partnership with other college departments.</li> <li>• Providing and or coordinating training for team members and across the college as required</li> <li>• Maintaining relevant knowledge of resources, legislation and best practice, and making recommendations as appropriate</li> <li>• Maintaining and auditing records in line with ALS funding. Keeping accurate and timely records using college MIS systems relating to delivery and for internal reports</li> <li>• Maintaining an adequate supply of equipment and relevant resources</li> </ul> |                                   |



- Actively promoting the provision available to current and potential students supporting enrolment, induction, college open events including evenings
- Developing, maintaining and promoting links with external agencies and services for signposting to staff and students
- Working collaboratively with the College Wellbeing and Safeguarding Team

#### **OTHER**

- Deliver, promote and support good practice in relation to equality, diversity and inclusion, and compliance with the IEG policies and procedures
- Commitment to safeguarding and taking shared responsibility to promote the welfare and a safe environment for children, young people and vulnerable adults learning within the group
- Promote and consistently exemplify behaviours in line with IEG Core Values
- Co-operate with, promote and maintain a safe and healthy working environment and responsibility for own health and safety
- The post holder will normally be expected to use their knowledge, skills and experience to deal with work problems, prioritise their workload and take decisions commensurate with their post and its level of responsibility
- Any other duties that are reasonable and commensurate with the level of the post as required and following consultation with the post holder

#### **TERMS AND CONDITIONS**

|                             |  |
|-----------------------------|--|
| <b>Contract</b>             | Permanent Business Support   |
| <b>Pension</b>              | Local Government Pension Scheme  |
| <b>Holiday</b>              | 30 days per year, plus bank holidays and discretionary days                          |
| <b>Probation</b>            | New appointees to the College are subject to a 6 months' probationary period         |
| <b>Disclosure</b>           | All employment offers are subject to a satisfactory fully-funded enhanced DBS check  |
| <b>Working Arrangements</b> | Normal working hours of 8.30am to 5.00pm Monday to Thursday, 8.30am to 4.30pm Friday |

#### **APPLICATION PROCESS**

|                       |                  |
|-----------------------|------------------|
| <b>Closing Date</b>   | 01 February 2023 |
| <b>Interview Date</b> | TBC              |

## PERSON SPECIFICATION

### Learning Support Coordinator

| Criteria  | Essential or Desirable |   | Assessment Method |   |   |   |
|---|------------------------|---|-------------------|---|---|---|
|   | E                      | D | A                 | I | T | R |
| <b>Qualifications</b>   |                        |   |                   |   |   |   |
| Hold or be willing to work towards a Level 4 qualification in a relevant SEND area or discipline                  | E                      |   | ✓                 |   |   |   |
| Level 2 qualification in Learning Support or equivalent or significant level of experience                        | E                      |   | ✓                 |   |   |   |
| Level 2 English and Maths   | E                      |   | ✓                 |   |   |   |
| <b>Experience</b>   |                        |   |                   |   |   |   |
| Assessing individual support needs and making appropriate support recommendations                                 | E                      |   | ✓                 | ✓ |   |   |
| Supporting individuals with a diverse range of learning difficulties and or disabilities                          | E                      |   | ✓                 | ✓ |   |   |
| Monitoring and reviewing individuals progress   | E                      |   | ✓                 | ✓ |   |   |
| Using assistive support strategies to maximise independence   | E                      |   | ✓                 | ✓ |   |   |
| Setting and measuring SMART targets and person-centred outcomes   | E                      |   | ✓                 | ✓ |   |   |
| Using a diverse range of communication methods  | E                      |   | ✓                 | ✓ |   |   |
| Using IT systems including Microsoft Office   |                        | D | ✓                 | ✓ |   |   |
| Delivering training and staff development   |                        | D | ✓                 | ✓ |   |   |
| Supporting transition for individuals with SEND with a multidisciplinary approach to securing successful outcomes | E                      |   | ✓                 | ✓ |   |   |
| Education Health and Care plans, consultations, reviews and statutory process                                     |                        | D | ✓                 | ✓ |   |   |
| <b>Knowledge</b>  |                        |   |                   |   |   |   |
| Good understanding of DDA, Equality and Diversity Children and Families Act, SEND and other relevant legislation  | E                      |   | ✓                 | ✓ |   |   |
| Learning needs and barriers faced by individuals with SEND  | E                      |   | ✓                 | ✓ |   |   |
| Education Health and Care plans, consultations, reviews and statutory process                                     | E                      |   | ✓                 | ✓ |   |   |
| A varied range of supportive strategies to manage barriers in SEND  | E                      |   | ✓                 | ✓ |   |   |
| De-escalation techniques and motivational communication   |                        | D | ✓                 | ✓ |   |   |
| ALS referral, disclosure and assessment process   |                        | D | ✓                 | ✓ |   |   |
| Good knowledge of the Google Suite, Microsoft Office including Outlook, EXCEL and Word and MIS systems            | E                      |   | ✓                 | ✓ |   |   |
| Risk assessment processes for activities and individuals  | E                      |   | ✓                 | ✓ |   |   |
| Local services and provision relevant for individuals with SEND   | E                      |   | ✓                 | ✓ |   |   |
| Mentoring or coaching others  |                        | D | ✓                 | ✓ |   |   |
| GDPR and managing sensitive information   | E                      |   | ✓                 | ✓ |   |   |
| Current sector issues and best practice relating to Learning support and SEND                                     | E                      |   | ✓                 | ✓ |   |   |
| <b>Key Skills</b>   |                        |   |                   |   |   |   |
| Ability to act calmly in difficult situations and respond professionally to stressful and challenging behaviour   | E                      |   |                   | ✓ |   |   |
| Effective Communication to all levels, age groups and background, written and interpersonal skills                | E                      |   |                   | ✓ |   |   |
| Organisation, time management and flexibility   | E                      |   |                   | ✓ |   |   |
| Strong team player  | E                      |   |                   | ✓ |   |   |
| Ability to listen effectively and communicate at all levels   | E                      |   |                   | ✓ |   |   |
| Compassionate and patient   | E                      |   |                   | ✓ |   |   |

|  |   |                      |   |  |   |
|--|---|----------------------|---|--|---|
| Self-motivated with the ability to work independently using own initiative   | E |                      | ✓ |  |   |
| Proactive, positive and enthusiastic   | E |                      | ✓ |  |   |
| Confidential approach  | E |                      | ✓ |  |   |
| <b>Other</b>   |   |                      |   |  |   |
| Awareness of and commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults                  | E |                      | ✓ |  |   |
| Commitment to equality of opportunity and the principles of inclusive learning and the ability to promote it in all aspects across IEG | E |                      | ✓ |  |   |
| Evidence of a personal commitment to continuous professional development and training  | E |                      | ✓ |  |   |
| Commitment to the IEG's Core Values  | E |                      | ✓ |  |   |
| Awareness of Health & Safety, wellbeing and environmental issues   |   |                      | ✓ |  |   |
| Flexible approach to working practices   | E |                      | ✓ |  |   |
| Professional appearance and behaviour  | E |                      | ✓ |  |   |
| Good previous attendance record  | E |                      | ✓ |  | ✓ |
| Satisfactory enhanced DBS check + barred list for regulated roles  | E | Pre-employment check |   |  |   |

Assessment Criteria: A = Application, I = Interview, T = Test, R = References