

### JOB DESCRIPTION/PERSON SPECIFICATION

<b>Job Title:</b>	Learning Support Advisor – Mathematics/English
<b>Responsible to:</b>	Head of Curriculum
<b>Responsible for:</b>	N/A

<b>1.</b>	<b>Job Purpose:</b>
1.1	To assist academic staff in providing effective educational opportunities and support for learners with additional needs, including the promotion of learners' literacy, numeracy and study skills

<b>2.</b>	<b>Key Responsibilities:</b>
2.1	<p><b>Support</b></p> <ul style="list-style-type: none"> <li>• To provide support for learners throughout the College day as directed by their Line Manager</li> <li>• To liaise with academic staff to provide suitable educational opportunities for learners</li> <li>• To be responsible, as directed by their line manager, for managing directed private learning (DPL) with groups of students if required</li> <li>• To undertake specific additional responsibilities, as directed by the line manager, such as supporting/advising vocational staff, or adapting resources</li> <li>• To liaise directly with parents, service providers and/or employers as agreed with academic staff</li> <li>• To provide interventions to individuals and small groups face to face or virtually to support learner's progress, based on assessments by staff</li> </ul>
2.2	<p><b>Administration</b></p> <ul style="list-style-type: none"> <li>• To participate in the administration of courses as required, including recruitment, induction, reviews and assessment activities</li> <li>• To maintain and update information systems relating to staff, students and relevant outside agencies</li> <li>• To provide administrative support as required</li> <li>• Feedback on progress to the individuals and maths team members, updating and recording</li> </ul>

2.3	<p>interventions</p> <ul style="list-style-type: none"> <li>• Follow up with students who fail to attend intervention or disengage</li> <li>• Support the research, design and implementation of learning resources that can be used to facilitate delivery of small group and 1:1 interventions</li> </ul> <p><b>Standards and Policies</b></p> <ul style="list-style-type: none"> <li>• To ensure the implementation of Equal Opportunities across the College</li> <li>• To ensure the implementation of Health, Safety and Welfare policies across the College</li> </ul>
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<b>3.</b>	<b>Specific Duties:</b>
3.1	To safeguard children and vulnerable adults from harm and to report concerns in accordance with the College's internal referral arrangements
3.2	Be a strong role model and advocate for maths/English at every opportunity
3.3	To deal professionally with colleagues and external partners as required
3.4	To ensure the confidentiality and security of all the College's documentation and information
3.5	To attend training/refresher courses and meetings as required by the Line Manager
3.6	To co-operate and take part in the College's appraisal scheme
3.7	To carry out other such appropriate duties that maybe reasonably required to successfully carry out the role

<b>4.</b>	<b>Budget Responsibility:</b>
4.1	The post has no specific budget responsibility other than the general requirement to ensure that any spending they are responsible for is undertaken in accordance with the Partnership's purchasing and financial regulations.

<b>5.</b>	<b>Continuing Professional Development:</b>
5.1	The post holder will proactively take part in the Partnership Appraisal (PDR) process and will appraise any staff they are responsible for.
5.2	The post holder must undertake all training deemed mandatory by the Partnership (e.g. Safeguarding, Equality and Diversity and Health and Safety) and will be expected to attend all other relevant training and continuous professional development events. They are responsible for their own professional updating

<b>6.</b>	<b>Health and Safety:</b>
6.1	<p>The post holder will be required:</p> <ul style="list-style-type: none"> <li>• To take reasonable care to safeguard their own safety and that of others with whom they work;</li> <li>• To cooperate with designated officers named by the Governors and/or the Principal and any other designated Institute manager to enable the Institute to comply with its obligations under Health and Safety legislation.</li> <li>• Not to interfere with or to misuse anything provided in the interests of health and safety or welfare.</li> <li>• To report immediately any defects in plant, equipment or the environment</li> </ul>

<b>7.</b>	<b>Equality and Diversity:</b>
7.1	<p>The Partnership is committed to the provision of equal opportunities and strives to ensure that unfair discrimination does not occur. All employees have a duty to ensure unfair discrimination does not occur and to support the implementation of the Partnership's Equality policy as appropriate.</p>

<b>8.</b>	<b>Safeguarding Children and Vulnerable Adults:</b>
8.1	<p>The Partnership recognises that it has a statutory and moral duty towards safeguarding the welfare of children, young people and, if appropriate, vulnerable adults who participate in any Institute group activities and expects all staff to share this commitment. All safeguarding mandatory training and updating must be undertaken (see 5.2)</p>

<b>9.</b>	<b>TEC Partnership Policies and Procedures:</b>
9.1	<p>All staff are required to be aware of and comply with all TEC Partnership Policies and Procedures which are accessed via the Virtual Learning Environment.</p>

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## Note

This job description is current as at the date of your appointment. In discussion with your line manager your post description may be varied at any time to reflect or anticipate changes in or to the post and you may be required to undertake other duties commensurate with the grade of your post.

*Please see following page for Person Specification*

Qualities	Specific Requirements	E	D
<b>Qualifications and Training</b>	<p>Level 2/GCSE English and Maths</p> <p>Possess or willing to work towards a Level 3 qualification in learning support</p> <p>Minimum Grade C/4 or above at GCSE Mathematics</p> <p>Level 3 Mathematics</p> <p>Level 3 English</p> <p>General education to at least Level 2 standard</p>	<p>E</p> <p>E</p> <p>E</p> <p></p> <p></p> <p>E</p>	<p></p> <p></p> <p></p> <p>D</p> <p>D</p> <p></p>
<b>Specialist Knowledge</b>	<p>Knowledge of a range of additional needs</p> <p>Knowledge of equality and diversity issues</p> <p>Knowledge of behaviour management techniques</p>	<p>E</p> <p>E</p> <p></p>	<p></p> <p></p> <p>D</p>
<b>Experience</b>	<p>Experience of delivering Learning Support within an educational setting</p> <p>Experience of individual/small group math/English support</p> <p>Experience of providing support virtually to enable progress</p>	<p>E</p> <p></p> <p></p>	<p></p> <p>D</p> <p>D</p>
<b>Skills and Attributes</b>	<p>High level Maths/English skills to support in GCSE Maths and Functional Skills</p> <p>Ability to support learners sensitively</p> <p>Confidence and communication skills</p> <p>Good organisational skills</p> <p>Confident use of Microsoft Teams</p> <p>Flexibility</p> <p>Ability to work under pressure</p> <p>Team player</p> <p>Suitable to work with children, young people &amp; vulnerable adults</p> <p>Be a strong role model and advocate for math/English at every opportunity</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p></p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p></p> <p></p> <p></p> <p></p> <p>D</p> <p></p> <p></p> <p></p> <p></p> <p></p>

	Ability to build rapport and relationships with disengaged learners	E	
<b>Other</b>	DBS check carried out on appointment	E	
	Flexible working hours	E	
	Willingness to work across sites, as negotiated	E	

Qualities identified and determined by:

*E = Essential*

*D = Desirable*