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**Job Description – Lead Learning Support Practitioner**

**JOB TITLE**

Lead Learning Support Practitioner

**ACCOUNTABLE TO:**

Inclusive Learning Leader

**ABOUT THE COLLEGE**

Lakes College is a technical vocational Further Education College delivering education and training to full-time and part-time learners and apprentices to degree level. We have a vibrant campus in West Cumbria with state of the art vocational workshops and resources, including the National College for Nuclear Northern Hub.

Our mission and purpose are to:

 ‘*Enable people to recognise and develop their potential’*.

We are a people business and our mission applies as equally to our staff team as to our learners and employers’. We are a Good college and have ambition to be Outstanding by together developing our culture, standards and expectations. We encourage innovation, collaboration and reflection to lead to new ideas and methods. We gather, evaluate and use data to drive operational improvement.

**ABOUT THE ROLE**

* Consult with colleagues, external agencies, learners and parents to provide a comprehensive learning support service to identified learners in order to ensure their needs and learning objectives are met.
* Work with the Inclusive Learning Leader to identify the learning support needs of learners to include:

-Learner’s learning difficulties and need for assessment

-Barriers to learning and specific learning difficulties

* To responsible for a Caseload of learners with EHCPs and coordinate and lead the annual review process of EHCP
* Planning learning and teaching activities to aid overcoming learning barriers and prepare Learners for Adulthood. This will include sharing expertise with staff.
* Help and advice vocational staff, Progress & Welfare Coaches, and other Learning Support staff in determining appropriate targets to support learners to develop independent learning strategies and skills to make good progress and regularly review progress against these.
* Produce and/or adapt resources to meet specific needs of the learners and their learning difficulty.
* Support the curriculum teaching and training staff to develop differentiated learning activities and teaching and learning materials to meet the needs of the learner and the learning difficulty.
* To maintain records of learning support and Local Authority Paperwork for auditable and statutory purposes in order to ensure objectivity and maintain quality within the department.

**KEY RESPONSIBILITIES AND ACCOUNTABILITIES:**

* Assist tutors and learning support staff, with monitoring, evaluation, reporting and planning for the identified learner/s, this could include how to adapt recourses and programme materials.
* To provide support and recommendations to teaching and training staff based on Education Health Care Plan information and external specialist reports. This will include facilitating provision recommended from specialist services.
* To work alongside and act as a link between the Curriculum Middle Leaders and the Inclusive Learning Leader to ensure provision is appropriate and participate in weekly team and department meetings.
* To assist in facilitating, monitoring and evaluation of the learning support provision within departments to ensure that the needs of individuals are met.
* To be aware of short term and long term goals for individual learners and to be aware of the appropriate level of learning support needed to enable learners to attain goals.
* To assist with case conferences, liaison with parents, outside professionals and/or advocates of the learner so that information is shared with those who support the learner, this will include conducting statutory EHCP review meetings.
* To contribute to an agreed system of record keeping so that accurate records are available and up to date for auditable purposes.
* To run targeted, support sessions for learners (these can be planned and delivered themselves / tutor directed).
* To act as a role model using appropriate language and acting in a dignified manner paying particular attention to equal opportunities.
* To implement and uphold College Values and Policies.
* To participate in staff meetings and staff development so that personal development is ongoing.

**GENERIC COLLEGE ACCOUNTABILITIES**

* To operate within the college’s safeguarding children and vulnerable adult’s policy to promote and safeguard the welfare of college’s learners who are under the age of 18, and of vulnerable adults to meet the college’s moral and legal responsibilities.
* To work as a member of the team, both within the section and as part of the service as a whole, to promote a team culture and environment and contribute towards the team development and assist others as necessary during periods of peak demand.
* To contribute to the quality system of the section to ensure the delivery of a high quality service.
* To participate in the college’s performance management scheme, in order to ensure personal development needs are identified to allow maximisation of a high level of performance.
* To operate and monitor college Health and Safety Policy, in order to ensure a safe and healthy learning and working environment.
* To proactively create, communicate, implement and support the college’s Sustainability Development Strategy to ensure college targets are achieved.
* To operate and support college’s Equal Opportunities Policy, in order to ensure adherence throughout the college.
* To contribute to the smooth running of the college by undertaking other administrative duties as required to support the management of the college.
* To participate in the promotional and marketing activities of the college and ensure a professional and favourable image is portrayed at all times to enhance the college’s reputation and assist in ensuring its future success.

Note: This Job Description is an outline of the Principal Accountabilities for the post but is not part of the Contract of Employment.

**HOW TO APPLY**

For full information about this role or to apply visit [www.lcwc.ac.uk/job](http://www.lcwc.ac.uk/job)

**Person Specification – Lead Learning Support Practitioner**

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|  | **Essential** | **Desirable** | **Assessment Method** |
| Qualifications |  |  |  |
| Minimum of 5 GCSEs or equivalent. | **✓**  |  | AF / CERT  |
| Minimum of Level 2 Literacy & Numeracy qualifications & be willing to update skills. | **✓**  |  | AF / CERT |
| Hold at least a Level 3 qualification in senior teaching assistant or HLTA qualification | **✓**  |  | AF / CERT |
| Hold a Qualification in a SEND area – Autism, Literacy difficulties, SEMH etc. or be willing to work towards one |  | **✓**  | AF / CERT |
| Hold a certificate of education, degree or equivalent. |  | **✓**  | AF / CERT |
| Health & Safety First Aid certificate |  | **✓**  | AF / CERT |
| Experience |  |  |  |
| Good written and communication skills | **✓**  |  | AF / IV / AT |
| Experience of working with learners with learning difficulties or disabilities | **✓**  |  | AF / IV / AT |
| Knowledge of EHCP, SEND and Provision / Support routes | **✓**  |  | AF / IV / AT |
| Experience of teaching small groups of SEND learners |  | **✓**  | AF / IV / AT |
| Knowledge of the SEND Code of Practice |  | **✓** | AF / IV / AT |
| Provided support in GCSE and above Maths and English classes |  | **✓** | AF / IV / AT |
| Experience of working with Post-16 students with SEND needs |  | **✓** | AF / IV / AT |
| Teamwork & Personal Credibility |  |  |  |
| Work collaboratively and for the good of all  | **✓**  |   | AF / AT / IV  |
| Welcome suggestions for improving standards and offer suggest improvements  | **✓**  |   | AF / AT / IV  |
| Act as a team player  | **✓**  |   | AF / AT / IV  |
| Accept responsibility for personal activities within agreed parameters   | **✓**  |   | AF / AT / IV  |
| Display a high standard of personal integrity   | **✓**  |   | AF / AT / IV  |
| Demonstrate a good understanding of and positive commitment to organisational objectives  |  **✓**  |   | AF / AT / IV  |
| Communication |  |  |  |
| Strong interpersonal and communication skills with the ability to present analysis in an understandable and concise manner   | **✓**  |   | AT/ IV  |
| Analytical & Decision Making Skills |  |  |  |
| Uses logic, analysis, experience and models to solve problems  | **✓**  |   |  AT / IV  |
| Organised and attentive to detail  | **✓**  |   | AT / IV  |
| Examines options to find solutions or seeks suggestions that are effective in addressing the problem in hand  | **✓**  |   | AT / IV  |
| Internal Customer Orientation |  |  |  |
| Demonstrates meeting expectations of internal customers, including students  | **✓**  |   | AT / IV  |
| Develops relationships with internal customers and gains their respect  | **✓**  |   | IV  |
| Treats internal customers fairly and in a non-discriminatory manner  | **✓**  |   | IV  |
| Personal Effectiveness & Initiative Taking |  |  |  |
| Demonstrates ability to work under pressure, prioritise and commit to strict deadlines whilst maintaining the quality of output  | **✓**  |   | AT / IV  |
| Ability to prioritise own work, multi-task and shift priorities  | **✓**  |   | AT / IV  |
| Proactive in taking action to achieve goals  | **✓**  |   | AT / IV  |

***\*Assessment method:***

AF = Assessed via application form

IV = Assessed via interview

AT = Assessed via test/work-related task

Cert = Certificate checked at interview