

### Job Description

<b>Job Title:</b>	Additional Learning Support Co-ordinator
<b>Responsible To:</b>	ALS Manager
<b>Line Management of other staff:</b>	Yes
<b>Location:</b>	Colchester
<b>Salary:</b>	£24,791 - £25,512 per annum
<b>Date of last review:</b>	October 2024

### **Purpose Statement:**

Be accountable for reviewing and assessing applications from prospective and current students in your allocated curriculum areas who have disclosed SEND, to ensure that correct levels of support are in place for them throughout their study programme. To ensure a good Learning Support service is provided at Colchester Institute, through managing and timetabling Learning Support Practitioners (LSP), liaising with your allocated course teams, maintaining knowledge of high needs and complex learners and their support, reviewing services and support in place throughout the year and carrying out any legal requirements for these learners. To be a single point of contact for students in your allocated curriculum area.

Use knowledge and expertise of SEND, and ways in which these are supported, to focus on inclusive practice and removing barriers to learning, leading to increased retention, a reduction in any achievement gap between supported and non-supported learners, and an improved student experience for those learners receiving support.

### **Main Duties & Responsibilities:**

<b>1</b>	Work with the admissions team to ensure applications from potential learners in your area, with identified needs are reviewed, and assessed if appropriate; carry out ALS interviews, track applications and support these learners with their smooth transition to college; communicate with curriculum areas to advise on and provide information about prospective students with more complex needs. Ensuring necessary information is added, reviewed and updated on EBS.
<b>2</b>	Work alongside the Curriculum Areas, the Local Authority and parents to ensure significant involvement in transition planning into college for young people with High Needs funding or an EHC Plan.
<b>3</b>	To manage LSPs and to ensure their performance management is undertaken, including carrying out inductions, learning support walks, development reviews, target setting, and dealing with problems as they arise.
<b>4</b>	To organise your LSPs timetables, for your allocated area, putting support in place at enrolment and throughout the year where referrals are made, and taking note of timetable changes and arranging absence cover, liaising with external agencies where required.
<b>5</b>	To ensure pay claims for your LSPs are dealt with in a timely and efficient way, and to manage sickness and undertake return to work interviews.

6	To support in events throughout the year such as Welcome Days, Transition Days, and interview/enrolment events.
7	To liaise with set curriculum areas to ensure needs of named learners are communicated to, and understood by, teaching and support staff. To attend curriculum area staff meetings to ensure a good working relationship is formed.
8	To have a thorough awareness of the needs of High Needs Students, to review regularly that their support is at the right level and to act immediately any concerns are raised.
9	Co-ordinate the annual programme of report and review processes for non-complex students with EHC Plans in your area, as required by external agencies in a timely and professional way; liaise with course teams throughout the year to ensure students' needs are met and reviewed thoroughly and regularly through the academic year.
10	To liaise with Tutors and parents or guardians of students in your area to discuss and agree any alterations to support.
11	Use knowledge and expertise of SEND, and ways in which these are supported, to be actively involved with the development of SEND policy and provision focusing on inclusive practice and removing the barriers to learning; comply with legislation and government guidance in meeting the educational needs and aspirations of young people with an EHC Plan.
12	Continuously develop methods of ensuring that ALS-related information received and recorded in ALS and College systems is complete, accurate and current; maintain written procedures and create system reports accordingly. Production of documentation, including the preparation of support plans for those with medical conditions or disabilities including student with complex issues and those on 'bespoke programmes'.
13	To source emergency LSP cover for named learners, especially those with complex needs, at short notice.
14	To collaborate with team members to ensure the service provided to all students is at a consistently high standard at all times.
15	Direct Tutors to the referral process if contacted about learners with potential support needs and monitor where necessary to ensure relevant support is put in place.
16	To have a specific lead role in ALS tasks as agreed with ALS Manager and Head of ALS, such as co-ordinating agency staff, ensuring a gaps list is formed and interviewing new staff.
17	Work with Management Information systems such as EBS and ProMonitor to record, maintain and track accurately student progress and funding.
18	To provide effective line management for directly reporting staff in the following areas: <ul style="list-style-type: none"> <li>• Communication - management of staff welfare and wellbeing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Engagement and resource - inspire and motivate staff including undertaking recruitment, lesson observations, performance reviews and setting targets and taking action as required.</li> <li>• Employee Relations matters – Inform line manager of any concerns with staff discipline, capability, absence, grievance, investigations, and any other employee relations activity as may be required.</li> <li>• Financial Resilience - effective budget management in line with company policy.</li> </ul>
<b>19</b>	To develop and update personal professional expertise in the relevant areas.
<b>20</b>	Adhere to and promote the College's Safeguarding, Diversity, Equity & Inclusion, College Values and Health and Safety policies and practices.
<b>21</b>	To undertake any other associated duties determined by the college.

*This job description is current as the date shown. It may be amended in any way following consultation with the post holder to take account of changes or anticipated changes in the organisation or management of Colchester Institute*

### Person Specification

**Job Title:** Additional Learning Support Co-ordinator

Qualifications	Essential	Desirable	How is this assessed?
Level 3 or equivalent qualification in maths and English or Literacy and Numeracy.	✓		A
L3 Learning Support course.		✓	A / I
Minimum of Level 2 qualification in English and Mathematics GCSE 4+ or C and above / CSE Level 1 / O-Level C or above / Level 2 Adult Numeracy or Literacy or equivalent	✓		A
Formal IT qualification.		✓	A / I
Qualification in a subject relevant to ALS.		✓	A / I
Experience	Essential	Desirable	How is this assessed?
An excellent understanding of Further Education and the role of Additional Learning Support.	✓		A / I
Active awareness of the Learning Support Practitioner role within an FE college and the allocation of LSPs against student timetables.	✓		A / I
Experience of co-ordinating a group of people and managing their workload.		✓	A / I
An awareness of the importance of diversity, equity, and inclusion and an ability to ensure that all learner needs are met. Proven clear awareness of safeguarding.	✓		I
Experience of managing people.		✓	A / I
Experience in working in a diverse team.	✓		A / I
Proven experience of monitoring, reviewing and amending learning support, and of quickly and positively reacting to sudden changes in requirements for student support.		✓	A / I
Proven experience of working effectively in an administration role.	✓		A / I
Experience of liaising and co-ordinating activity with external agencies and internally in organisations.		✓	A / I
Recent experience of assessing learner needs and devising appropriate support packages.		✓	A / I
Experience of working with students and young people including face to face contact, both individually and in formal or informal meetings.	✓		A / I

Experience of liaising with parents and carers with diplomacy in sensitive situations.	✓		A / I
Excellent knowledge and understanding of SEND and a variety of practical and inventive ways in which learning needs can be supported in a college environment.	✓		A / I
Knowledge and understanding of Essex County Council departmental structures and processes.		✓	A / I
Working knowledge and understanding of college safeguarding and Child Protection policies and procedures.	✓		A / I
Experience of running meetings.		✓	A / I
<b>Knowledge and Skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>How is this assessed?</b>
Excellent communication skills and ability to pass on information to others.	✓		A / I
Excellent IT skills including inputting to databases / spreadsheets with a high degree of accuracy, an understanding of systems and databases, and an ability to retrieve, order and present information from systems.	✓		A / I / P
Ability to prioritise work and meet deadlines.	✓		A / I
Excellent administrative skills and the ability to work quickly and accurately.	✓		A / I
Ability to lead a team positively.	✓		A / I
Ability to take responsibility and work autonomously.	✓		A / I
Willingness to undertake training and participate in leading staff development.	✓		A / I
Willingness to train in medical care issues such as the administration of EpiPen.		✓	A / I
Working knowledge of ProMonitor and EBS.		✓	A / I
Ability to share information, manage panel meetings and ensure learning support needs are understood by a variety of people.		✓	A / I
Ability to explain systems and processes to others.		✓	A / I
Ability to deal with sensitive and confidential issues effectively and confidently.	✓		A / I
Ability to work across teams and develop good working relationships with colleagues.	✓		A / I
Ability to work under pressure and multi-task.	✓		A / I

Ability to write reports and complete forms accurately and in a timely manner.	✓		A / I
Understanding and commitment to safeguarding the welfare of children and vulnerable adults, creating a safe learning environment.	✓		A / I
<b>Personal Attributes</b>	<b>Essential</b>	<b>Desirable</b>	<b>How is this assessed?</b>
A flexible approach to working patterns including a willingness to work some evenings.	✓		A / I
Willingness and ability to work at different sites as required.		✓	I
A strong commitment to Equity Diversity, and inclusion.	✓		A / I
Enjoys working collaboratively and seeking collaborative opportunities.	✓		A / I
Ability to work flexibly to meet changing needs and work demands.	✓		A / I
Continuously improving and commitment to own personal and professional development.	✓		A / I

**KEY:**

<b>A</b>	Application
<b>I</b>	Interview
<b>P</b>	Presentation/Micro-teach
<b>T</b>	Test