

Job Description & Person Specification

Post Title:	Specialist Practitioner & Assessor	Department:	Learning Support
Hours per week:	30 (0.8 FTE)	Weeks per year:	52
Contract Type:	Permanent		
Salary:	£34,173 (pro rata for part-time)	Location:	Cross site
Reports to:	Learning Support Specialist Coordinator		

Job Description

1.	Department Overview
	<p>We are a well-established and responsive Learning Support team which forms part of the Student Support Department at Bournemouth & Poole College. This large team of dedicated and experienced professionals work both with the wider college as well as external professionals to ensure that all young people have the best learning environment to allow them to achieve and develop to their fullest potential. With a wide range of support available we aim to deliver a student-centred approach that is flexible to meet individual needs while promoting independence in preparation for the world of employment.</p> <p>Our dynamic, highly qualified and committed support team comprise of specialists in specific learning difficulties and sensory impairments, assessors, study skills professionals, front of house and support staff, examination advisors and learning support assistants.</p> <p>An excellent and efficient assessment procedure is in place to ensure learners' individual support needs are quickly established and the correct type and level of support is put into place as soon as an additional need is identified through our effective and responsive process.</p>
2.	Purpose of the Role
	<p>The Specialist Practitioner supports, teaches and identifies needs of learners across the College on all programmes, including Higher Education. They provide 1-1 and small group support for all SEND students, particularly those within their specialism; work closely with a caseload area providing training, advice and support to teaching teams in implementing reasonable adjustments in order to increase the independence of learners.</p>
3.	Key Accountabilities & Duties
	<ul style="list-style-type: none"> a) Contributing in a positive and supportive manner to the development of responsive, effective Learning Support Teams. b) Providing support and guidance, both through pre entry and on course interviews to students in order to assess learning needs and negotiate appropriate additional learning support plans from pre-entry to progression routes as required effectively tracking progress leading to successful outcomes. c) Offering advice to staff, students, parents and external agencies on the Learning Support team's services and working to resolve support issues related to a learner's course.

- d) Having a full understanding of all relevant and up to date legislation including the Equality Act 2010, the SEND Code of Practice, Education and Health Care Plans and the Disabled Students Allowance.
- e) Liaising with external agencies as required, e.g. the Local Authority, other educational providers, social care provision and health partners.
- f) Carrying out assessments of specific learning needs with students on programmes across The College, including Higher Education courses. To include assessments for Access Arrangements and diagnostic assessments for HE students with regards to applying for the Disabled Students Allowance.
- g) Assisting the Exam Arrangements Advisors in ensuring quality standards/regulations are met, in liaison with the Exams Office and the examination boards. EAA Assessor post holders need to formally update their knowledge of access arrangements annually.
- h) Liaising regularly with other Assessors for Exam Access Arrangements in moderating assessments to ensure fairness and standards are maintained.
- i) Working closely with the Learning Support Manager in identifying learners for assessments and planning assessments within required deadlines.
- j) Keeping up-to-date with current developments, funding requirements and JCQ guidance and ensuring all relevant parties are advised as necessary.
- k) Undertaking teaching and coordinating support for an agreed caseload of students, maintaining records, setting SMART targets and regularly reviewing all elements of Individual Learning Support Plans. Monitoring effectiveness with an underpinning ethos of the development of independent study for all learners.
- l) Participating in planning, preparation and leading Annual review meetings for students with EHCPs; attending transition meetings and advising on consultations as requested by Local Authorities.
- m) Acting as a caseload tutor for agreed curriculum areas across all areas of the College.
- n) Liaising with Curriculum staff with regard to the additional learning needs of individual students (group profiles). Attending curriculum staff meetings, carrying out observations and providing advice and support to teaching teams working with students who have particular support needs.
- o) Providing specialist training to staff across all college departments, e.g. ALN awareness training or sessions on individual specific learning difficulties; leading on developments in supporting students with a specific need.
- p) Directing, supporting, monitoring, observing, training and guiding Learning Support Assistants.
- q) Teaching students in class/on-course, in workshops or drop-in as appropriate (e.g. 1-1, small group, class).
- r) Providing support for Curriculum Area staff, where necessary, by working in the classroom or workshop.
- s) Supporting lecturers in assessing the suitability of individual students for particular courses.
- t) Advising Learning Support and Curriculum Area Staff on the availability and use of appropriate resources and teaching and learning strategies.

	<ul style="list-style-type: none"> u) Helping lecturers to differentiate resources e.g. modify texts, worksheets etc. v) Contributing to the development of a wide range of materials and resources to support individual learning needs. w) Ensuring that all support sessions are accurately recorded and maintained using Pro Monitor including any subsequent development of record keeping systems. x) Participating in the College's Personal Review process and undertaking any training that may be appropriate y) Attending departmental, team and 1-1 meetings as required by the Learning Support Manager. z) Attend College Open Events aa) Taking responsibility to ensure the health and safety of self and others bb) Pursuing the achievement and integration of equal opportunities throughout all the College's activities <p>*The above list of duties is not exhaustive and is subject to change. The post holder may be required to undertake other duties within the scope and grading of the post.</p>
4.	Equal Opportunities
	<p>The College will seek to ensure that all existing and potential employees and students are given equal opportunities for employment and education. It is committed to the elimination of unlawful or unfair discrimination on the grounds of sex, age, marital status, colour, race, nationality or other ethnic or national origin, disability, sexuality, trade union membership or activity and religious background. The College will seek to ensure that no applicant for employment or education is disadvantaged by conditions or requirements which cannot be justified. The College aims to provide an open welcoming and safe environment for all its students, employees and visitors.</p>
5.	Safeguarding
	<p>The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment.</p> <p>The successful applicant will be required to undertake appropriate safeguarding checks as well as providing proof of right to work in the UK.</p>
6.	Further Information
	<p>This Job Description and Person Specification are current as at November 2017. In consultation with you it is liable to variation to reflect changes in the job. If you have any queries relating to your Job Description and/or Person Specification, please consult your Line Manager directly.</p> <p>A copy of this Job Description and Person Specification is held with the Human Resources department.</p>

Person Specification

Criteria	Essential	Desirable
Knowledge	<ul style="list-style-type: none"> • Knowledge of learning difficulties and disabilities and an in depth understanding of the effects on learning. • Knowledge of assessment principles and practices. • Knowledge of JCQ regulations 	<ul style="list-style-type: none"> • Supporting/Assessing HE Students with DSA • Have an understanding of working with students in FE or secondary education and the post-16 curriculum • Have knowledge of specialist resources and equipment
Experience	<ul style="list-style-type: none"> • Demonstrate evidence of substantial practice in working with students who have learning difficulties and disabilities. • Current experience of assessing 	
Skills & Abilities	<ul style="list-style-type: none"> ▪ Excellent teaching skills. ▪ A good or better/Full confidence teaching observation grade ▪ At least two years teaching experience. 	
Personal Attributes	<ul style="list-style-type: none"> • Commitment to the additional support needs of all learners and to the development of cooperative responses through a strong team approach • Excellent interpersonal skills • Exceptional team working ethos • Confidence in working with a range of students, staff and external agencies • Flexible in approach • Proactive and innovative with an ability to problem solve. • Good record keeping/administration skills. 	
Qualifications	<ul style="list-style-type: none"> ▪ L7 qualification in teaching and assessing for Exam Access Arrangements e.g. PAPAA ▪ English and mathematics or similar at GCSE grade A-C or equivalent 	<ul style="list-style-type: none"> ▪ L5 Certificate in a specialism learning difficult or disability ▪ ICT Level 2 or equivalent

	<ul style="list-style-type: none"> ▪ Up to date Assessment Practicing Certificate ▪ Teaching Qualification 	
<p>Other Requirements</p>	<ul style="list-style-type: none"> ▪ Willingness to work at any of the College's sites ▪ Attending College open events and occasional evening work 	