**JOB SPECIFICATION**



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| **MYERSCOUGH AND PROUD**  |
| At Myerscough College and University Centre we have a nationally and internationally recognised Further Education, Higher Education, Adult Education and Apprenticeship provision. The Further Education provision is well established, the Higher Education provision has a well-recognised partnership with the University of Lancashire and the apprenticeship provision is operational nationally. We offer a rewarding and enjoyable working environment, where colleagues are inspired to make a positive difference to the educational experience and employability of our students. We are one of the top five largest land-based and sports colleges in the UK. |

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| **JOB TITLE** | **AREA OF WORK** |
| Specialist Learning Support Work Based Tutor(Apprenticeship and Skills) | Apprenticeships and Skills |
| **SALARY** | **BENEFITS** |
| Up to £33,922 per annum in accordance withqualifications and experience.Fractional posts will be pro rata | Teachers’ Pension Scheme32 days annual leave, pro rata, to include up to 5 days to be taken between Christmas and New Year at direction of the Principal, plus Bank Holidays |
| **LINE MANAGER(S)** | **LINE MANAGER FOR** |
| Additional Learning Support Manager Apprenticeships and Skills | N/A |
| **KEY TASKS AND RESPONSIBILITIES** |
| Provide specialist knowledge to ensure students with identified LLDD to ensure all students, from enquiry to progression receive professional and high quality support through assessment, support planning, implementation and review.Attend interviews, liaise with internal and external colleagues for students identified with SEND / LLDD throughout the application and enrolment process, attend to ensure an effective transition. Carry out initial interviews and assessments with students to identify individual learning needs in line with their vocational profile and preparing for Adulthood outcomes where appropriate.To compile individual support plans tailored to the needs of the student, which inform the wider support teams, curriculum, and employers.Carry out standardised assessments to identify needs, which meet the requirements of the ESFA funding regulations and the external examining awarding bodies. To conduct, coordinate and complete exam access arrangement reports, and relevant paperwork associated with the various exanimating bodies. Provide specialist 1-1 support and group intervention sessions (online and face to face) to learners with a range of SEND / LLDD needs across all provisions and Myerscough centres and in the work place as requiredTo maintain robust records of support to comply with funding and other regulatory and College requirements and ensure timely and efficient funding applications are maintained.Attend cross college meetings, where IAG may be required regarding SEND / LLDD.Deliver CPD to ILearning Support staff and to cross college staff around SEND and Inclusion, and employers where appropriate.Working collaboratively with key stakeholders both internally and externally to provide an affective and informed service.  |

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| **DUTIES** |
| To follow the graduated approach of assess, plan, do, review.To have a creative, informed, and innovative approach to support interventions and strategies. Assess learners’ additional needs prior to enrolment, at interview, induction and on programme and to write support plans, which inform wider college staff and employers where appropriate. To make recommendations regarding additional learning needs based on a variety of information and assessment including EHCPs, assessment, medical reports, or other professional reports and guidance as appropriate including teaching, learning and support strategies and interventions.Advise staff within Learning Support, wider curriculum and employers on reasonable adjustments and adaptive teaching methods.To write individual support plans (inc wellbeing) and provide advice and guidance to curriculum and wider college staff in their writing of Individual Risk Assessments Complete learning support plans and implement or advise on support interventions using a robust tracking and monitoring system to effectively manage a caseload, identify progress, achievement and progression.To ensure all support details and learning records are maintained accurately and timely electronically via Onefile or Promonitor according to individual requirements. |
| To support learners according to their individual learning plan EHCP or external assessment report. This will be online, on College site and also in the workplace or other community venues as required. To regularly review and update support plans to show learner progress and success and where appropriate meeting PfA outcomes.To regularly review the progress of students for the allocated caseload, working with students, parents / carers (if under 18), vocational staff, employers and other wider support teams to reivew enable review of support interventions, celebrate success or overcome any barriers to successful achievement.To provide specialist advice, guidance and support for positive progression for identified students with LLDD, in particular those students with an EHCP and are High Needs Funded, including working closely with Careers, external agencies, parents and College teams.To provide specialist advice in relation to the exam arrangements for individual learners in compliance with exam body regulations. |
| To assist and support the use of Assistive Technology. Keep up to date with developments in the world of Assistive Technology and AI while promoting the effectiveness and support available to students and staff.To ensure all learning support funding requirements are managed in line with regulatory bodies and College through effective and robust records and systems management.To deliver CPD on SEND practice both internally and externally to support inclusive provision. To attend College meetings, Open Days and other events as required by Line Management and the Principal.All teachers must meet annual Continuing Professional Development (CPD) requirements for teaching staff.Maximise effective use of time and personal ability.Be responsible for promoting and safeguarding the welfare of children, young people and vulnerable adults at all times in line with the College’s own Safeguarding Policy and practices.Work flexibly within own range of competence, undertaking the appropriate training and development to extend skills and abilities to meet the needs of the College. |

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| **Exceed College standards*** To promote College sustainability policies and strategies by personal commitment
* To take an active role in all team activities to ensure full compliance with agreed safety, quality and environmental standards and expectations
* You role model and promote the College values:
* **Professional** – We will uphold the highest standards, demonstrating expertise, integrity, and a commitment to excellence in all that we do. We will invest in sustainable practices, ensuring long-term success for our students, staff, and wider community.
* **Passionate** – We approach our work with enthusiasm, dedication, and a drive to make a positive impact. We empower individuals to reach their full potential, creating a learning and working environment that is ambitious, inclusive, and inspiring.
* **Collaborative** – We work together, fostering strong partnerships, teamwork, and mutual respect to achieve shared success. Through industry engagement and curriculum co-creation, we strengthen our influence both locally and nationally, driving innovation and meaningful impact.
* **FREDIE** – FREDIE is in our DNA. We will advance Fairness, Respect, Equality, Diversity, Inclusion, and Engagement in everything we do, ensuring a safe, happy, and healthy community where everyone can thrive.
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| Promote College sustainability policies and strategies by personal commitment and leading by example and complying with all quality and environmental standards and expectations. This includes active involvement in carbon reduction, embedding of carbon reduction practices (lights off, heating down etc.) and being vigilant in relation to the College’s approach to Reduce, Reuse and Recycle ethos.Actively participate in the Annual Review and Development process in line with individual needs and College strategic plan priorities. Agree objectives with the Line Manager and ensure they are achieved.Be responsible for promoting and safeguarding the welfare of children, young people and vulnerable adults at all times in line with the College’s own Safeguarding Policy and practices.Be thoroughly aware of College Health and Safety policies and procedures, attend mandatory health and safety training appropriate to the role and ensure the full implementation of College policies, procedures across all areas of responsibility. Ensure that employees within line management are also compliant with the policies, procedures and training requirements including reporting and recording all accidents and near misses. Ensure full adherence to and implementation of the Data Protection Act 1998, the General Data Protection Regulations 25 May 2018 and the College Data Protection Policy and Procedure and ensure that employees within their responsibility.Any other duties that may reasonably be required by Line Management and the Chief Executive & Principal. |

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| * Be actively involved in the initial assessment and skills scan of learners in order to establish an effective individualised learning programme.
* Communicate learner cohort progress to other areas as required and keep areas informed of individual learners through recognised channels
* Be actively involved in the planning and implementation of examinations and internal assessments
* Invigilate exams and internal assessments as required by Line Manager
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**Location of work**

You may be required to work at or from any building, location or premises of Myerscough College, and any other establishment where Myerscough College conducts its business.

The position is to support apprentices in the workplace (online and face to face)

It may be the case that from time to time you may work collaboratively with other tutors or delivery from specific locations (Placed based Education). Occasionally you may be asked to work out of area for business reasons in which case accommodation will be provided.

**Variation to this Job Description**

This is a description of the job as it is at present, and is current at the date of issue.  The job description will be renewed and updated as necessary to ensure that appropriate revisions are incorporated, and that it relates to the job to be performed.  This process is conducted jointly with your Line Manager.  You are expected to participate fully in the review and, following discussion, to update your job description as is considered necessary or desirable.  It is our aim to reach agreement on reasonable changes.  However, if such agreement is not forthcoming, Management reserves the right to insist on changes after consultation with you.

 **WPL** **EMPLOYEE SPECIFICATION**

(A) Assessed via Application form (I) Assessed via Interview

(P) Assessed via Presentation/Mini teach in interview (T) Assessed via Test

(PI) Post Interview

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| **ESSENTIAL CRITERIA:** | **DESIRABLE CRITERIA:** |
| ***Personal Attributes*** |
| Presentable and professional appearance (I)Ability to work as part of a team (A/I)Ability to work to quality standards (A/I)Good command of the English language (A/I)Appropriate level of physical and mental fitness (PI) |  |
| ***Attainments*** |
| Qualified Teacher Status in FE sector (A/I)CCET or equivalent plus the EAA additional module(Certificate of Competence in Educational Testing)Or willingness to work towardsExperience of carrying out and writing exam access arrangement reports (A/I)Experience of supporting/teaching neurodiverse students (with specific learning differences such as dyslexia, dyspraxia and dyscalculia) in Further or Higher Education (A/I) | Learning difficulties and disabilities qualification (A)Experience of carrying out diagnostic assessments and writing exam access arrangement reports (A/I)Postgraduate qualification in SpLD and PATOSS or AMBDA recognised qualifications (current license to practice)Professional (full) Specific Learning Difficulty membership of: PATOSS, BDA, ADSHE, Dyslexia Guild (please give membership details)Experience with different testing methodologies using various assessment tools (A/I)Level 3, or equivalency, in either Maths, English or ICT, Level 2 in the remaining (A)Qualifications in SpLD or Autism (A/I |
| ***Special Aptitudes*** |
| Excellent communication skills with the ability to motivate learners (A/I/P)Teaching/training experience and knowledge of developments in teaching and learning (A/I)Competent in ICT (A/I)Adaptable and able to work flexibly, within a team or on own initiative (A/I)Able to demonstrate the capability of being an inspirational role model for all stakeholders e.g. staff, students, parents / guardians (A/I/P)Evidence of a good general education and good written English skills (A/I)To be proactive and enthusiastic in supporting inclusive education (A/I)Good liaison skills and good record-keeping and report writing skills (A/I) | Experience of providing IAG – information, advice and guidance. (A/I)Experience of liaison with other professionals and agencies (A/I) |
| ***Interests*** |
| A professional interest in the subject discipline (A/I/P)Evidence of high levels of continued professional development (A)Empathy with education and a learner centred approach to teaching, learning and assessment (A/I/P)Education of students with a learning difficulty and disabilities (A/I)Inclusive learning and student-centred learning. (A/I) | Interest in assistive technology and ILT (A/I) |
| ***Disposition*** |
| Excellent interpersonal skills (I/P)Approachable (I)Person centred approach (I/P)The capacity to communicate effectively both verbally and in the written word at all levels (A/I/P)Enthusiastic and self-motivated (A/I) |  |
| ***General*** |
| An understanding of and positive approach towards “safeguarding” and a willingness to embed within the College \* (A/I)An understanding of health and safety requirements of a working environment and willing to fully implement all aspects (A/I)An understanding of equal opportunities issues and willing to positively promote equality, diversity and inclusion within an educational context (A/I) |  |
| ***Circumstances*** |
| Willing to apply for Disclosure and Barring Service clearance at Enhanced level (A/I)Ability and willingness to work flexibly (A/I)Willing to complete external work placement visits (A/I)Ability to work evenings/weekends, as required – careers/conventions/recruitment events (A/I)UK Driving License, Car driver with access to own car (A) |  |

Interviews will explore issues relating to safeguarding/the “Prevent” agenda and promoting the welfare of children, including motivation to work with and ability to form and maintain appropriate relationships and personal boundaries with children and young people together with emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.

**TERMS AND CONDITIONS**

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| **JOB TITLE** | **AREA OF WORK** |
| Specialist Learning Support Work Based Tutor  | Apprenticeships and Skills  |
| **SALARY** | HOURS OF WORK |
| Up to £33,922 per annum in accordance with qualifications and experience. | 37 hours per weekRefer to Management Guidelines |
| ANNUAL LEAVE ENTITLEMENT | PENSION |
| 32 days annual leave to include up to 5 days to be taken between Christmas and New Year at direction of the Principal, plus Bank Holidays | Teachers’ Pension Scheme Employee Contribution Rate (as at 1 April 2025) (based on actual NOT FTE) Contribution rate %  Up to £34,872.99 pa 7.4% Employee £34,873 - £46,943.99 pa 8.6% Employee £46,944 - £55,660.99 pa 9.6% Employee £55,661 - £73,768.99 pa 10.2% Employee £73,769 - £100,590.99 pa 11.3% Employee £100,591 and above pa 11.7% Employee You will automatically become a member of the TPS |
| PROBATIONARY PERIOD | DRESS CODE |
| A probationary period of nine months applies to new entrants to the College | All post holders are expected to be of a professional and presentable appearance. Corporate wear will be supplied by the collegeRefer to Staff Professional Code of Conduct |
| REFERENCES / MEDICAL CLEARANCE / DISCLOSURE |
| The appointment is subject to the receipt of satisfactory references, medical clearance and Disclosure & Barring Service check/ISA (if applicable). Occupational Sick pay is not paid during the first four months of service and thereafter is subject to the College’s Sick Pay SchemeShould your application be successful you will be sent further details via email from eSafeguarding. They are the Registered Umbrella Body we have chosen to complete the Disclosure and Barring Service (DBS) process on your behalf.Please note that all new employees of the College will be required to pay for their DBS check via eSafeguarding at the time of application (at present £49.50 for an enhanced level check). |
| **CONTINUING PROFESSIONAL DEVELOPMENT** |
| In order to comply with the Further Education Teachers’ Continuing Professional Development and Registration (England) Regulations 2007, you are required to:* complete a minimum number of hours of continuing professional development every year;
* maintain a record of the CPD you have undertaken;
* make that record available to the College

Failure to comply with these requirements may lead to your dismissal. Full details of the College’s policy in relation to Continuing Professional Development is available to all employees |
| **REQUIREMENT FOR TEACHING QUALIFICATIONS/ASSESSOR AWARDS** |
| Teachers employed in a further education institution are required to hold the teaching qualifications prescribed by the Further Education Teachers Qualifications (England) Regulations 2001 and the Further Education Teachers Qualifications (England) Regulations 2007.  The type of qualification required depends on a number of factors, including the date on which employment commenced and the type of post which is heldThe Corporation will review with employees, either prior to commencement of employment or shortly thereafter, the qualifications required for the post that applied for and will provide such assistance as it deems reasonable to enable employees, if required, to secure requisite qualifications.  In the event that the requisite qualifications are not achieved within the period specified in the Regulations, the Corporation may have no alternative but to terminate employment and to this end the Corporation reserves the right notwithstanding any other provisions of this contract, to terminate employment by giving notice in accordance with clause 30.3 |

**DBS UPDATE SERVICE**

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| The Disclosure and Barring Service (DBS) update service lets applicants keep their DBS certificates up to date online and allows employers to check a certificate online. |
| **BENEFITS TO YOU** | **HOW TO REGISTER** |
| * Saves you time and money
* One DBS certificate may be all you will ever need
* Take your DBS certificate from role to role within the same workforce
* You are in control of your DBS certificate
* Get ahead of the rest and apply for jobs DBS pre checked
 | You can [register online](https://secure.crbonline.gov.uk/crsc/subscriber) as soon as you have your application reference number. You can ask for the number when you apply for your DBS check.Or you can wait and [register](https://secure.crbonline.gov.uk/crsc/subscriber) with your certificate number when you receive your DBS certificate. **If so, you must do so within 14 days of the certificate being issued.**To check the progress of your DBS certificate use the [DBS tracking service.](https://secure.crbonline.gov.uk/enquiry/enquirySearch.do)**Registration lasts for 1 year and costs £16 per year (payable by debit or credit card only).**You’ll get an ID number with your registration that you need to log on to the service. Make sure you write it down.  |
| **WHAT YOU GET** |
| When you join, you’ll get an online account that lets you:* Take your certificate from one job to the next
* Give employers permission to check your certificate online, and see who has checked it
* Add or remove a certificate
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