

SUTTON COLLEGE JOB DESCRIPTION

Role Title:	Sessional Worker - Learning Support Practitioner (LSP)		
Directorate:	Public Health & Wellbeing	Grade:	5 SCP 13-18* £19.71 - £21.21* ph <i>inclusive of holiday pay element</i> (*unconsolidated maximum)
Post number:	XX	Hours/weeks:	Casual / Zero hours
Team:	Learner Services & Support	Base/location:	Sutton College & Community Hubs & Online
Reports to:	Head of Learning Support & Wellbeing		
Responsible for:	Individual learners		

Role and Context

Overall Role Purpose:	<p>To work as a member of the Learning Support Team providing a high standard of support to learners with special educational needs, disabilities, learning and mental health difficulties in conjunction with Curriculum staff to ensure learners develop and achieve their goals.</p> <p>The post holder will have an inclusive, collaborative and collegiate approach to support learners in class or out of class and enable them to maximise their learning outcomes.</p> <p>Provide identified learners with skills and strategies that will enable them to learn and engage with their studies.</p> <p>Provide tailored support across a range of classes and levels, including during exams, to ensure learners receive the assistance they need to succeed throughout their learning journey.</p> <p>Work collaboratively with a range of course tutors, to ensure learning material, learner tracking on progress and any identified barriers to learning are planned for and well executed.</p> <p>Support with overall learner progress information, by providing detailed feedback to the learner, Learning Support and Wellbeing manager, tutors and other stakeholders.</p>
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Strategy	N/A
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Implementation

<p>Main Duties & Accountabilities</p>	<p>The post holder will:</p> <ol style="list-style-type: none"> 1. Collaborate with teaching staff to plan and implement support strategies. 2. Prepare resources to facilitate inclusive learning for learners with a range of different support needs. 3. Maintain a positive and inclusive classroom environment by addressing barriers to learning. 4. Liaise with tutors to provide effective classroom support, ensuring learners' goals are met. 5. Monitor and record learner progress, identifying any additional needs and escalating these to the Learning Support Manager and or Tutor as required. 6. Promote independence and confidence in learners through appropriate scaffolding techniques. 7. Demonstrate an understanding of the principles underpinning adult learning, including planning, delivery, assessment, and evaluation to support effective learning experiences. 8. Provide support with assessment during any enrolment or course approval session, ensuring learners who declare any support need are identified and engaged with. 9. Provide support in a range of classes and levels, and during exams to ensure learners have the required support throughout their learning experience. 10. Apply awareness of specific learning difficulties and employ appropriate support methods tailored to a diverse range of abilities, ensuring accessibility and inclusivity in learning. 11. Embed English, Maths, and Digital skills effectively into the support offered to enhance learner outcomes. 12. Promote equal opportunities by implementing an understanding of Equal Opportunities Policies in daily work, fostering an inclusive and respectful learning environment. 13. Utilise online learning portals and digital tools to enhance the support for learners outside of the classroom or one to one sessions. 14. Inspire and engage learners by thinking creatively and delivering innovative support strategies to maximise participation and understanding. 15. Prepare learners for formal assessments and exams through structured support and tailored learning plans. 16. Exhibit excellent classroom support skills, using a range of strategies to promote active learning and learner engagement. 17. Facilitate learners' progress effectively, tracking and supporting their journey to achieve their learning goals. 18. Implement safeguarding principles in all interactions, ensuring a safe and secure learning environment in line with Adult Learning and community standards.
	<p>College Accountabilities *All staff</p>
<p>Person Specification</p>	
<p>Qualifications & Experience</p>	<p><i>Method of candidate assessment:</i> A = Application form I = Interview T = Test</p>

Mandatory qualifications:	A. Level 2 (GCSE or equivalent) qualifications in English & Mathematics. B. Level 3 Qualification in Supporting Teaching & Learning or equivalent or willing to obtain this within the first 12 months of employment.	A
Desirable Qualifications	C. A teaching qualification for the Post 16 Sector – e.g. Level 3 award in Education & Training.	A
Professional Experience	D. Experience of providing support in Adult education or Further education post 16 college/ training environment. E. Experience of working with individuals on a one to one and group basis. F. Experience of supporting learners in groups or individually who present with a range of learning difficulties or disabilities. G. Experience of using online learning portals, to support learning.	A/I A/I/ T A/I/ T

Person Specification		A - I - T
Knowledge, Skills & Competencies	<i>Method of candidate assessment:</i> A = Application form I = Interview T = Test	
Knowledge, Skills & Competencies	A. The ability to communicate effectively with a wide range of audiences. B. Understanding of administrative processes requirements in a relevant provision. C. Strong organisational skills with an ability to manage a varied workload and meet deadlines. D. Excellent literacy, numeracy and ICT skills with the ability to use a variety of computer packages including MS Office, Google Suite and management information systems. E. Excellent communication skills including the ability to give and receive information/advice effectively to a wide range of audiences. F. Ability to work quickly, accurately and to tight deadlines, managing various groups of learners and projects across a range of related subjects to ensure the College and learners are not impacted. G. Able to work flexibly and adapt quickly to changing circumstances, and share key knowledge with wider College staff if and when required.	A/I/ T A/I/ T A/I/ T I/T A/I/ T

Person Specification		A - I - T
Personal attributes – All college staff	<i>Method of candidate assessment:</i> A = Application form I = Interview T = Test	
Personal attributes	<ul style="list-style-type: none"> Ability to maintain confidentiality, act with integrity, uphold ethical values, including social responsibility, equality, diversity and inclusion in line with the College PRIDE values. Can demonstrate a commitment to safeguarding and PREVENT duty. Commitment to own learning and development, with evidence of CPD. Excellent interpersonal skills. Commitment to teamwork, ability to work flexibly and under pressure. An excellent team player with a willingness to contribute to the development of the College. Forward thinking, innovative and creative thinker, with the ability to anticipate and understand challenges and opportunities and prepared to identify and consider different approaches to achieve the desired solution. 	A/I A/I A/I A/I/T A/I

Safeguarding Disclosure and Barring Service	Enhanced DBS is required, and a requirement to sign up to the update service.	
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All job descriptions are subject to regular review/updates as necessary for the role.

TO BE COMPLETED BY THE JOB HOLDER: I agree the above job description:

Signature Job holder:		Date:	
Name of Job Holder:			

TO BE COMPLETED BY THE LINE MANAGER TO WHOM THE JOBHOLDER IS RESPONSIBLE TO:

Signature Line Manager:		Date:	
Job title:			