Title	Teaching Support Assistant (In Training) NT1	Business: Harlow College Location: Harlow, Essex
Reports to	Assistant Academy Manager	

ROLE IN CONTEXT	ROLE IN ACTION	NEED TO KNOW	NEED TO BE

ROLE IN CONTEXT

Context

1. Success
To be part of a forward-looking FE college, currently the number one provider nationally for student success and value added. We aim to provide our students with "more than a qualification", providing them with the skills to achieve 1st class destinations and employment.

2. Culture
To contribute to a results driven operation in a fast-paced culture where flexibility, hard work and change are the norm and our core values are:
- Students at the Heart
- Work Hard/Work Together
- Be your Best, be your future
- Always be Innovative and Enterprising

3. People
Individuals not numbers, we believe all our people, both staff and students, have the potential to succeed in whatever they set their minds to and, at Harlow College, everything we do is about getting them there.

Purpose and Dimensions

1. Job Purpose
To work alongside direct delivery staff to assess and support the learning needs of students in a variety of settings and off-site locations. To supervise and support students, including those with a range of learning difficulties and / or disabilities, social needs and functional skills needs i.e. Maths & English

2. Function's Strategy
Contribute to the function's strategy which is part of the Teaching and Learning Strategy

2. Key Partners/Relationships:
Assistant Academy Manager
Head of Delivery
Head of Learning and Development
ALS Coordinator
Students

ROLE IN ACTION

Core Areas of Responsibility

The tasks in this role profile are similar to Learning Support Practitioner but as a trainee the post holder is in training to accomplish this role.

1. To work with teaching staff to agree an appropriate programme of study support for the learner, which might include one to one support or small groups
2. Supporting the teaching staff and support staff with behaviour management and action planning
3. To provide (study) support to the student as appropriate to enable them to fulfil their potential to achieve, including study support (eg making notes, clarifying content) and personal support (e.g. assisting with physical or practical activities, including those outside of the classroom).
4. To assist the teaching staff with preparing resources
5. To provide feedback on learners' progression and participation
6. To support students with induction, job club, revision sessions and work preparation activities.
7. To keep accurate records of (study) support and course documentation provided in line with College systems
8. To assist with the development, preparation and use of learning and study support materials in workshops and resource areas
9. To attend College meetings, staff development events and academy development days as appropriate.
10. To complete your Level 3 Teaching in Schools and College's qualification.

Critical Success Factors

1. Ensuring that the staffing code of conduct is adhered to at all times
2. To support the learner in achieving their required outcomes
3. Completion of the Level 3 Advanced Apprenticeship framework

NEED TO KNOW

Organisational Capabilities

1. Ability to work to the standards and set procedures that come with the necessary scrutiny when working in the public sector but in optimum resource efficient ways so as to minimise delays and over-administration
2. Achieves maximum benefit from limited resources
3. Quickly adapts to change and sees it as an organisational 'norm'

Be the Expert (technical knowledge, qualifications, experience, occupational competence & requirements, etc)

1. L2 Supporting Teaching and Learning in Schools - preferred
2. Minimum of two D's end two E's in GCSE (C or equivalent in Maths & English)
3. Relevant experience of working with learners with a range of backgrounds and abilities
4. Working knowledge of Microsoft Office including e-mail and internet or ITQ Level 1
5. Good communications and interpersonal skills
6. Excellent organisational skills
7. Ability to work under pressure, meet deadlines and manage your mental resilience
8. Ability to function effectively within a team
9. Time management and problem-solving skills using own initiative

NEED TO BE

Competencies (core for all HC team members)

1. Learning Orientated
- Seeks feedback on their own performance from a variety of sources
- Shares learning with others
- Engages in development activities and achieves tangible progression
- Actively seeks to increases/improve knowledge and skills

2. Results Focused
- Meets targets and job-related outputs
- Remains focused on the priorities and delivers them relentlessly despite issues that may arise
- Resolves issues that affect targets being met

3. Quality Minded
- Can evidence their contribution to the college's Quality Improvement cycle (e.g., SAR/QIP)
- Seeks ways to continuously improve the service/productivity of their working area
- Notices quality performance in others and offers feedback accordingly

Role Competencies (specific to role)

1. Communicates with impact
- Builds positive relationships with the team and beyond the working area

2. Resourceful
- Achieves maximum benefits from limited resources

3. Problem Solving
- The ability to accurately assess a problem effectively and arrive at a speedy, effective solution.