

TEAM MEMBER ROLE PROFILE

Title Level Reports to	Learning Support Practitioner NT4 Head of Department	Business: Harlow College Location: Harlow, Essex	
ROLE IN CONTEXT	ROLE IN ACTION	NEED TO KNOW	NEED TO BE
<p>Context</p> <p>1. Success To be part of a forward-looking FE college, a sector leader for student success. We aim to provide our students with "more than a qualification", providing them with the skills to achieve 1st class destinations and employment.</p> <p>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:</p> <ul style="list-style-type: none"> • Students at the Heart • Work together, achieve together • Be ambitious, build futures • Respect each other, share similarities and celebrate our differences <p>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.</p> <p>Purpose and Dimensions</p> <p>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</p> <p>2. Function's Strategy Contribute to the function's strategy which is part of the Learning, Teaching & Assessment Strategy</p> <p>Key Partners/Relationships: Head of Academy Assistant Academy Managers Head of ALS Students</p>	<p>Core Areas of Responsibility</p> <ol style="list-style-type: none"> 1. To work with learners and teaching staff to agree an appropriate programme of study support for the learner, which might include one to one support or small groups 2. To work with all groups of students including 16-18, 19+, apprentices and those on bespoke programmes. 3. To support the teaching staff with classroom management. 4. To provide (learning) support to the student as appropriate to enable them to fulfil their potential to achieve e.g. clarifying content, making simple notes, differentiating materials, improving their ability to manage their own learning needs 5. To assist the teaching staff with preparing resources, including adaptations to meet a range of diverse needs. 6. To provide feedback on learners progression and participation 7. To support students with initial assessment and induction, revision sessions, Maths and English and work preparation activities. 8. To keep accurate records of (learning) support and course documentation provided in line with College systems 9. To attend College meetings, staff development events and academy development days as appropriate. 10. To take responsibility for promoting and safeguarding the welfare of vulnerable adults and young persons you are responsible for, or come into contact with. 11. To adhere to and implement the policies and procedures of the College 12. Adhoc duties as required i.e. invigilation, open evenings and enrolment duties <p>Critical Success Factors</p> <ol style="list-style-type: none"> 1. Students with additional learning support needs achieve their individual targets. 2. Funding targets are met. 3. Achievement of annual appraisal 	<p>Organisational Capabilities</p> <ol style="list-style-type: none"> 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' <p>Be the Expert (technical knowledge, qualifications, experience, occupational competence & requirements, etc)</p> <ol style="list-style-type: none"> 1. Educated to Level 2, preferably Level 3, including English and Maths at Level 2 or above. 2. Relevant experience of working with learners with a range of backgrounds and abilities 3. Ability to support learners in job search and employability skills 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 and meet deadlines 8. Ability to function effectively within a team 9. Time management and problem-solving skills using own initiative 	<p>Competencies (core for all HC team members)</p> <p>1. Learning Orientated</p> <ul style="list-style-type: none"> ➤ 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 increase/improve knowledge and skills <p>2. Results Focused</p> <ul style="list-style-type: none"> ➤ 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 <p>3. Quality Minded</p> <ul style="list-style-type: none"> ➤ 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 <p>Role Competencies (specific to role)</p> <p>1. Communicates with impact</p> <ul style="list-style-type: none"> ➤ Communicates effectively within the team and across college to achieve student success <p>2. Resourceful</p> <ul style="list-style-type: none"> ➤ Achieves maximum benefits from limited resources ➤ Can adapt and differentiate resources as appropriate. <p>3. Problem Solving</p> <ul style="list-style-type: none"> ➤ The ability to accurately assess a problem effectively and arrive at a speedy, effective solution.