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| |  | | --- | |  | | **Learner Services Coordinator**  Thank you for your interest in applying for the above post. Please find attached the Job Description and Person Specification for the role. | | **Working for Stockport Council** | | **Macintosh SSD:Users:tony.collinge:Desktop:values_job_description:STAR_logo_and_values.jpg**  Stockport Council has 4 core values that run through everything we do and are known as the Stockport Way of doing things. As an organisation we stay true to them no matter what challenges we face. The values came from colleagues and were developed through workshops and consultation across the Council.  [This video,](https://play.buto.tv/3My87) produced 'in house' and featuring colleagues from across the Council, explains each value and shows how colleagues are living these values each day.  As a new colleague the Council will expect you to work in accordance with these values. We also have policies and procedures around health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council’s priorities which we expect you to adhere to. These will be explained in detail to you as part of your induction process.  You can find out more about working for Stockport Council, and some of the benefits we offer employees, online at <https://greater.jobs/locations/stockport/>  H:\Directorate Services Team\Recruitment (Annalie Burns' Team)\Recruitment\OTHER\Diversity and Inclusion\DISABILITY CONFIDENT\employer_small.png |   green band epsStockport Council  **Job Description** | |
| Post Title: Learner Services Coordinator  **Service Area: Learning and Employment**  **Directorate: Services to Place**  **Team: Continuing Education** | Salary Grade: SO2 |
| **Post Reports to: Senior Manager Curriculum and Quality**  **Post Responsible for: Learning Support Workers, Positive Progression Team** | |
| **Main Purpose of the Job:**   * To manage a team of staff providing learners with information and advice. * To ensure learners wellbeing and learning needs are supported. * To work with The Senior Manager for Curriculum and Quality to identify strategies that are inclusive to all learners. * To deputise in the absence of the Senior Manager Quality and Curriculum as the Services Safeguarding Officer. | |
| **Summary of responsibilities and key areas:**   1. To ensure assessment of learner’s personal needs and their learning level are accurately identified and met. 2. To advise curriculum staff on appropriate learning strategies and the use of resources to meet the needs of learners. 3. To ensure the deployment of Additional Learning Support Workers to support learners and staff is effective. 4. To support the progression of learners through the provision of effective information, advice and guidance. 5. To ensure a range of positive progression opportunities are developed and available for learners including employment, volunteering and/or further learning. | |
| **Job Activities:**  **Planning**   1. To contribute to the planning, delivery and organisation of learning that supports a whole service curriculum. 2. To ensure the effective deployment of a team of Learning Support Workers and Volunteers. 3. To ensure approriate methodologies are applied for the initial and diagnostic assessment of learners including the use of approriate dyslexia screening and tests. 4. To collaborate with other programme areas to ensure learning pathways are identified and effectively encorporated in to a whole service learning offer. 5. For learners who have specfic suppport needs to liasie with external organisations providing specialist support e.g. sign language communicators, readers, scribes etc. 6. To ensure the effective embedding of equality and diversity in to the curriculum.   **Information Advice and Guidance (IAG)**   1. To provide effective IAG as an end to end offer for learners. 2. Ensure a directory of progression opportunities is mainatined for learners. 3. Ensure notice boards have information relevant to the welfare and aspirations of learners. 4. Liaise with other agencies to support learners in learing and when moving on. 5. To deputise as Safeguarding Officer in the absence of the Services Safeguarding Lead.   **Assessment**   1. To coordinate initial assessment including diagnostic assessment and ensure additional learning needs are identified and arrangements made for them to be met e.g. BKSB, etc. 2. Identify and plan to meet the needs of individual learners who may have additional support needs. 3. Produce Individual Learning Support Plans (ILSP) detailing support required and learning strategies for learners. 4. To plan and schedule end of course exams with the Service’s Exams Officer ensuring awarding body requirements are met and recorded for additional support provided. 5. Advise on the suitability of the learning environment to support the learning experience of learners with additional support needs. 6. The availability of assistive technology is appropriate and sufficient to meet the needs of learners who need it.   **Evaluation and review**   1. To contribute to the evaluation of Additional Learning Support through a variety of methods including review of ILSP’s observation of teaching and examination of learners work including review Individual Learning Plan’s (ILP’s). 2. To liaise with other Learning Managers on matters of joint repsobsility, attend team meetings and provide feedback on effectiveness of additional learning support. 3. To manage a programme of activity to seek the views of learners e.g. satisfaction surveys, forums etc. and to report on results including areas of strength and areas for improvement.   **Quality**   1. To maintain relevant paperwork including assessments initial and diagnostic, assessment reports, ILSP’s, additional learning support applications, rec. 2. To ensure requirements for exam’s, external testing are applied consistently with regard to accomodations agreed with awarding body’s. 3. With Senior Managers monitor data for enrolments, retention and success rates of learners who have received additional support.   **Other**   1. To undertake to work flexibly, which may include some evening and weekend work. 2. To develop a CPD programme to support the development of staff and their understanding of additional learning support and how to meet the needs of learners. 3. To identify and develop new partnerships that enrich the learning offer for learners. 4. Ensure enough consumable resources are available to provide learning support materials for learners e.g. coloured paper, overlays etc. 5. Actively promote and implement the Service’s policies for Equality and Diversity, Safeguarding, data protection and security of information. 6. Monitor the completion of Personal Emergency Evacuation Plans (PEEP’s) and Expectant Mother Assessments (EMA) and Education Health Care Plans (EHCP). 7. Assist in applying the Councils Customer Service Charter to ensure high satisfaction with the Services customers by seeking to achieve early resolution to complaints and disputes. 8. The post-holder will also be expected to undertake additional duties commensurate with the post as required by Service Managers.   **Additional duties:**  To work positively and inclusively with colleagues and customers so that the Council provides a workplace and delivers services that do not discriminate against people on the ground of their age, sexuality, religion or belief, race, gender or disabilities.  To fulfill personal requirements, where appropriate, with regard to Council policies and procedures, health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council’s priorities.  To work flexibly in the interests of the service. This may include undertaking other duties provided that these are appropriate to the employee’s background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account. | |
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Stockport Council

Competency Person Specification

The criteria listed below represent the most important skills, experience, technical expertise and qualifications needed for this job role.

Your application will be assessed against these criteria to determine whether or not you are shortlisted for interview.  Any interview questions, or additional assessments (tests, presentations etc) will be broadly based on the criteria below.

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| **Competency** | **Essential or Desirable** |
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| A minimum of 2 years relevant experience in a management role planning and supporting the needs assessment of learners in a post 19 setting. | Essential |
| Of working with learners with complex needs in a learning setting. | Essential |
| Of working with internal and external agencies to secure additional support for learners. | Essential |
| Of using a range of assessment tools including initial and diagnostic assessments to determine a learners starting point. | Essential |
| Of identifying additional needs of learners and producing ILSP | Essential |
| Of training staff in additional learning support approaches. | Essential |
| Analytical skills in the presentation and interpretation of information and data. | Essential |
| Applying requirements of the Equality Act 2010 to support the learning environment and advising on suitable adjustments were required. | Essential |
| Ability to present information clearly and concisely in a range of mediums e.g. Reports, Power Point, Spread sheets. | Essential |
| Requirements of external funders for allocation of discretionary and additional learning support grants. | Essential |
| Coordination of dyslexia assessments and obtaining reports advising on appropriate support and learning strategies. | Desirable |
| Management of personal and sensitive data and legal requirements. | Essential |
| Ability to deal with people with a high level of physical and emotional support needs. | Essential |
| English and Maths to GCSE or equivalent. | Essential |
| Teaching and training qualification at level 3/4 or above e.g. 7307, PGCE, Cert Ed, Bed or Level 4/5 qualification in Information, Advice and Guidance. | Essential |
| Subject specialist at level 4 in numeracy or literacy and/or ESOL e.g. TESOL, TEFL. | Desirable |
| Level 4 qualification in dyslexia assessment or SENCO qualified. | Desirable |
| Communicating Effectively | Essential |
| Being customer focussed | Essential |
| Effective Team Working | Essential |
| Personal Organisation and Effectiveness | Essential |
| Personal Development | Essential |
| Making the most of Information and Communications Technology | Essential |
| Understands and actively supports Stockport Councils diversity and equality policy. | Essential |
| To meet Stockport Council’s standard of attendance. | Essential |
| A willingness to be flexible in a changing environment | Essential |