

# Job Description

# Learning Coach Foundation Learning

## The Role

To support and mentor learners with social, emotional and mental health needs, a disability, learning difficulty or medical condition; and or with ESOL, English and Maths support needs to enable them to successfully complete their qualifications, course and where appropriate, education, health and care plan (EHCP) outcomes.

1. Providing each learner with the support needed to carry out their learning effectively.
2. Implementing and delivering support as directed by Lead Professionals, lecturers and other relevant professionals.
3. Implementing agreed individual programmes of support for learners to enable them to achieve qualification aims, develop independence, enhance progression opportunities and progress towards EHCP outcomes.
4. Safeguard learners and promote their well-being in all aspects of their learning.

## Responsible to: Individual line manager Main Purpose and Responsibilities:

* To provide outstanding support to all learners with social, emotional and mental health needs, a disability, learning difficulty or medical condition; and or ESOL, English and Maths support needs, to access their planned learning opportunities.
* To act as a learning mentor to support learners’ academic success, health and wellbeing and preparation for adulthood as appropriate.
* To undertake examination support activities.
* To work with learners considered to be ‘at risk’ including those with communication and social interaction difficulties to develop resilience, confidence and independence.
* To work in partnership with academic staff and be proactive in keeping tutors informed of learners ‘progress by keeping high quality support records to audit standards and deadlines using college recording systems such as Promonitor.
* To contribute to the development and review of learners’ individual agreed support plans and risk assessments and ensure they are followed in all aspects of college life.
* To support learners to develop confidence and independence in their educational, social and work related learning through the use of teaching and learning strategies as directed by Lead Professionals, lecturers and other relevant professionals.
* To support learners to record and report on their own progress in relation to their targets and EHCP outcomes, as well as completing records to evidence progress as required.
* To write and review short-term smart targets and contribute to frequent reviews of learner’s progress with regard to their education, social development and independence including at annual EHCP reviews.
* Where required physically support learners for example, pushing wheelchairs, using evacuation chairs and other specialist equipment following training.
* To, following training, support learners with all aspects of their personal and intimate care.
* To, following training, support learners in the storage and administration of medication as required. This includes recording and reporting on the process.
* To set-up and maintain learner’s assistive technology and support them to use it as required.

## General Duties of the Post

The post holder will assist with or undertake the following:

* To keep up-to-date with QA initiatives and to develop and meet service standards for the area of work.
* To participate in the Professional Development Programme and undertake training as required including all relevant areas of technology.
* To propose any ideas which may help to promote and extend the Group's reputation and efficient running of the Group.
* To work safely, consider the safety of others and work within the guidelines stated in the Group Health and Safety Policy
* To be available to assist in enrolment and other procedures which may require occasional evening and weekend work.
* Undertake other duties as may be required by the Group Leadership Team or their representatives, in order to ensure the efficient functioning of the Group.

As a list of general duties, the above is not exhaustive. The work of the Group as a whole is expected to develop and the holder of the post will be required to work flexibly with colleagues to facilitate this development.

## Additional Information

This Job Description / Specification is subject to periodic review.

**Salary scale: Grade 1 SP 1-5** £22,500 - £25,000 per annum Full Time Equivalent

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## Person Specification, Experience and Qualifications

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Personal Skills Characteristics** | **Essential** | **Desirable** |
| 1. | Able to take guidance and direction from Support managers and academic staff | √ |  |
| 2. | Able to use initiative, organise and prioritise | √ |  |
| 3. | Able to communicate effectively at all levels | √ |  |
| 4. | Administrative skills sufficient to keep high quality written records of learnerprogress and set appropriate smart targets based on EHCP outcomes, Agreed support plan and coursework. | √ |  |
| 5. | Commitment to establishing and maintaining good working relations with learners, colleagues and other professionals | √ |  |
| 6. | A willingness to undertake further staff development consideredrelevant to the post | √ |  |
| 7. | Commitment to the provision of a quality service and the implementation of quality improvements | √ |  |
| 8. | Evidence of commitment to the safeguarding and promotion of the welfare of children and vulnerable adults. | √ |  |
| 9. | Willingness to support people physically, with their personal care and medication needs following training. | √ |  |
| 10. | Able to work flexibly throughout the week by prior agreement | √ |  |
| 11. | Experience of working successfully with young people or adults in a supporting/mentoring role within an educational setting |  | √ |
| 12. | Experience of working successfully with young people or adults who have social, emotional and mental health needs, a disability, learning difficulty, medical condition; ESOL, English and Maths support needs |  | √ |
| 13. | Educated to GCSE/ level 2 or equivalent with grades A\*-C in English and Mathematics **or** prepared to study towards achieving this level | √ |  |
| 14. | A good working knowledge of the support needs of young people and adults who have social, emotional and mental health needs, a disability, learning difficulty, medical condition; ESOL, English and Maths support needs in an educational setting |  | √ |
| 15. | Good literacy and note taking skills to support learners up to level 3 (eg A level standard) |  | √ |
| 16. | A commitment to and good working knowledge of recent equality / diversity,care and SEND legislation and its implications for the Learning Support Service |  | √ |
| 17. | High level of computer literacy |  | √ |