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| **Job Description** | |
| **Post title** | Sessional Learning Delivery Assistant |
| **JE Reference No** |  |
| **Grade** | Grade 7 |
| **Service** | Children & Young People’s Services |
| **Service Area** | Education & Skills – Progression & Learning |
| **Reporting to** | The post holder is accountable to the Programme Lead Foundation Learning and will be required to work across other programme areas as required. |
| **Location** | Your normal base will be at the Civic Centre, Crook. However you may be required to work at any council workplace and a range of other venues within County Durham |
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| **DBS** | This post is subject to an **Enhanced Disclosure** |
| **Flexitime** | This post **is** eligible for flexitime. |
| **Politically restricted** | This post **is not** designated as a politically restricted post in accordance with the requirements of Section 1(5) of the Local Government and Housing Act 1989 and by regulations made from time to time by the Secretary of State. |

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| **Description of role** |

Under the direction of the allocated Programme Lead, the post holder will be required to assist the lecturers to address the needs of the learners who require particular help to overcome barriers to learning. The post holder will help to contribute towards the delivery of a high quality learning and skills experience; Contribute to the preparation of the learning environment; Handling and set up of equipment and learning resources to aid the delivery.

The role will require the development of positive working relationships with a wide range of organisations and partners locally and regionally to ensure the Service delivers a wide range of high quality learning opportunities across the County.

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| **Duties and responsibilities** |

Listed below are the duties and responsibilities this role will be primarily responsible for:

* Use specialist skills, training or experience to support learning. Implement learning activities within an agreed framework of supervision, adjusting activities to meet learner need
* Respond to the lecturer’s requests for support in the classroom. Support the lecturer in the management of student behaviour.
* Provide support for learners with special educational needs or challenging behaviour.
* Establish productive relationships with learners, responding to individual need, acting as a role model and setting high expectations.
* Assist with the development and implementation of individual learning plans and recording of learner progress.
* To provide support during the learner induction process, to plan and deliver activities for individuals or small groups
* To support selecting, designing or adapting teaching and learning materials to suit individual needs
* To actively promote inclusive practice within the classroom setting to ensure acceptance of all students, appropriately challenge unacceptable behaviours or attitudes and encourage learners to interact with one another.
* To have high expectations that encourages learners to act independently and build self-esteem.
* Provide feedback to learners and lecturers in relation to learner progress, achievement and attendance. Maintain records on learner attendance, progress and achievement.
* To contribute to identifying and nominating learners for the annual Awards ceremony and provide case studies to aid the celebration of learner achievement.
* To participate in the Observation of Teaching, Learning and Assessment process and respond proactively to feedback and make improvements to teaching as directed.
* Ensure that policies and procedures related to Safeguarding, Prevent and promotion of British Values are promoted across the programme area.
* Duties and responsibilities in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post.

The post may involve travel between centres and include regular day time and evening working and the possibility of some weekend working. The working conditions could include classrooms, workshops or in community venues. This may involve long periods of standing, manual handling, lifting, carrying and erecting of resources as well as some lone working before and after classes

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| **Organisational responsibilities** |

* **Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

* **Smarter working, transformation and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

* **Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

* **Health, Safety and Wellbeing**

To take responsibility for health, safety and wellbeing in accordance with the council’s Health and Safety policy and procedures.

* **Equality and diversity**

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

* **Confidentiality**

To work in a way that does not divulge personal and/or confidential information and follow the council’s policies and procedures in relation to data protection and security of information.

* **Climate Change**

To contribute to our corporate responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

* **Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

* **Quality assurance (for applicable posts)**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

* **Management and leadership (for applicable posts)**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

* **Financial management (for applicable posts)**

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

*The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by your manager.*

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| Person specification | | |
|  | Essential | Desirable |
| Qualifications | * Diploma in Specialist Support in Teaching and Learning at Level 3 or equivalent qualifications in teaching * GCSE Grade A to C in English and maths or equivalent qualifications * Knowledge of English and Maths curriculum and strategies to support learning or equivalent * Knowledge of a range of resources suitable for adults and young people and how to use them appropriately | * Participated in training related to various national strategies e.g. literacy and numeracy * Knowledge of different teaching and learning strategies for learners with additional needs or challenging behaviours |
| Experience | * Supporting teaching within small groups or individual students. * Support in the planning and development of learning programmes. * Supporting delivery of courses linked to accreditation. * Recording, monitoring and evaluating the teaching and learning processes. * Working in an educational setting with young people aged 16 and over with a range of special educational needs * Experience of working where administrative skills and an ability to be a good organiser were required | * Assessing students - initially, formatively and summatively. * working with students with learning difficulties; * delivering support to ESOL/EAL * Counselling |
| Skills & Knowledge | * Effective ICT skills and recent and relevant experience of using ICT in a learning environment * Good understanding of the principles of post 16 learning developments and the learning process * Ability to self-motivate and motivate others * Can work as a member of a team, understanding their role in the classroom and associated responsibilities. | * Counselling or listening skills * Advice giving skills |
| Personal Qualities | * Ability to apply a range of personal skills to support and manage a small group of students * Ability to work flexibility * Emotional Resilience * Able to meet the transport requirements of the post; access to a car or access to a means of mobility support (if driving, must have a current valid driving licence and appropriate insurance) | * Ability to work in a team-teaching situation. * Ability to deal with challenging behaviour. * A good team player |