

JOIN TEAM NCD

FIND YOUR NEW  **New
College
Durham**

OUR STATEMENT OF PURPOSE

OUR VISION

New College Durham will be recognised as a leading provider of Further and Higher Education in the North East region, nationally and internationally.

OUR CONTRIBUTION

New College Durham will contribute to social, economic and environmental well-being, changing lives for the better by enabling people of all abilities to fulfil their potential in work and in the community through high quality professional, technical and general education.

OUR VALUES

Our organisation is built on a core set of values which define how we approach life. They tell us to be focused on our vision and contribution while encouraging creativity, respecting our people, and enabling them to ASPIRE and realise their potential. Our values are our DNA, what we stand for and operate as a system, reflecting and shaping our behaviours and organisational culture.

As an employer and learning organisation, we will conduct our business by following the values of 'ASPIRE':

Accountability: We accept responsibility for our actions, decisions and policies and their impact on staff, stakeholders and the environment.

Safeguarding: We maintain a safe and inclusive environment in which students can learn, achieve and progress.

Partnerships: We work in partnership with those who share our vision and values.

Inclusion: We foster an environment that ensures equality of opportunity enabling all to reach their full potential.

Respect: We treat everyone with respect, fostering trust, openness and honesty.

Excellence: We achieve and maintain high standards in everything that we do.

JOB DESCRIPTION

Job Title	Access Adviser
Grade	Support Grade E
Hours	37 hours per week (pro-rata)
Location	Framwellgate Moor Campus
Department	Student Support and Engagement
Accountable to	SENCo

JOB PURPOSE

The role of the Access Adviser is to assess, identify and deliver support/services as required by the student to achieve, progress and participate in college life. They will have a caseload of students who they will manage from application to progression, ensuring their support needs are delivered, reviewed and adjusted where appropriate. The ultimate goal will be to help the student become more independent in their learning, relying on strategies they have learned, rather than a person to continually provide support.

KEY RESULT AREAS

1. Assess the learning needs of students presenting as requiring learner support through application to progression; whilst ensuring recording mechanisms are completed at each point. Assisting with transitions by organising initial visits with YP, their parents and carers.
2. Ensure their caseload is managed and appropriate support such as; PEEPs, Medical Management Plans, Risk Vulnerability Plans, Specialist Assessments, Exam Arrangements and other support needs are provided as required.
3. Advise curriculum staff on their responsibilities in line with expectations and statutory duties under OfS, DSA guidelines, the Code of Practice, the Children and Families' Act and the Equality Act.
4. Review impact of support provided and identify whether support needs to continue, change or cease by working closely with curriculum teams to ensure the student to achieve, progress and participate in college life, whilst promoting independence in their learning.
5. Take part in promotion of SEND events, both internally and externally, e.g. supporting events such as MH awareness week, or transition reviews at School.
6. Manage learner journey and ensure consistent support is available and effectively accessed by students from their first point of contact, whilst on programme and through progression.
7. To work within JCQ guidelines to grant access arrangements where appropriate and to manage the evidence of these decisions.
8. Contribute to the SENCo network with feeder schools, Specialist Schools, other organisations, referral agencies, parents and carers to ensure effective transition for SEND students to College.
9. Ensure all applicable support activities are delivered and recorded for all students including HE, Apprentices, 19+, Study Programmes, HNF and Full Cost provision for whom access to additional support funding is required.

10. Contribute to reviews of student progress, including progress towards EHCP outcomes; providing course teams with student progress reports where necessary.
11. Attend course team meetings to provide up to date information on support requirements of the school.
12. Ensuring accurate, auditable data is recorded to underpin Learning Support funding claims against each appropriate allocation via the ILR and contributing to the timely completion of data for key return dates.
13. Contribute to the development of the Student Voice for people with SEND to secure views about College provision to help ensure the SEND offer continues to meet aspirations, expectations and statutory duties under OfS, the QAG DSA guidelines, the Code of Practice, the Children and Families' Act and the Equality Act.
14. Ensure you have up to date knowledge of legislative requirements around funding, disability, SEND, exam access arrangements and current best practice within the sector.
15. Demonstrate capacity to improve and continually seek to improve practice.
16. Co-ordinating processes and procedures for the safe handling and storage of medicines on behalf of students.
17. Any other duties commensurate with the grade and status of the post.

GENERAL RESPONSIBILITIES

1. To promote the mission, vision and values of New College Durham
2. To ensure effective communications within and between teams, be involved in and participate in meetings, team briefings, development days, etc.
3. To engage with line manager in regular appraisals and performance reviews against agreed objectives.
4. To be responsible for actively identifying own development needs
5. Staff must take reasonable care, and be aware of their responsibilities under the Health and Safety at Work etc. Act (1974) and to ensure that agreed safety procedures are carried out to maintain a safe environment for staff and visitors to the College.

VARIATION IN THE ROLE

Given the dynamic nature of the role and structure of New College Durham, it must be accepted that, as the College's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the member of staff.

EQUALITY AND DIVERSITY

The College is committed to equality and diversity for all members of society. The college will take action to discharge this responsibility but many of the actions will rely on individual staff members at New College Durham embracing their responsibilities with such a commitment and ensuring a positive and collaborative approach to Equality and Diversity. This will require staff to support the College's initiatives on Equality and Diversity which will include embracing development and training designed to enhance practices and the experiences of staff, students and visitors to the College with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action. If you as a member of staff identify how you or the College can improve its practice on Equality and Diversity please contact the Equality and Diversity Officer in Human Resources 0191 375 4025. Alternatively if you wish for any support or assistance with regards to Equality and Diversity please again contact the above individual.

Commitment to Safeguarding Vulnerable Groups

New College Durham is committed to safeguarding & promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share th is commitment.



ASSESSED BY KEY

1. Application form 2. Interview 3. On the job 4. Skills test

In order to progress through the recruitment process, you must be able to show how you meet each of the criteria at ALL of the “assessed by” stages stated.

PERSON SPECIFICATION

Job Title: Access Adviser

Knowledge & Experience	Assessed by	Essential	Desirable*
English and Maths at Level 2 (GCSE / O Level, Grade C/4 or above) or equivalent or willing to work towards	1	✓	
Level 3 qualification in one of the following; Learner Support, Teaching Assistant, Health and Social Care, HTLA	1	✓	
Successful experience as an LSA/Disability/ Access Adviser	1, 2		✓
Experience of working with young people or adults who have learning difficulties, disabilities or who present challenging behaviour, across all aspects of the provision; FE, HE, WBL, AEB	1, 2	✓	
Knowledge and understanding of the JCQ regulations and the experience of managing Access Arrangements for Exams, whilst monitoring and managing the quality of the Form 8s	1, 2		✓
Knowledge and expertise of developmental disabilities and learning difficulties associated with SEND students	1, 2	✓	
Ability to read and analyse Education, Health and Care plans/DSA for learners with additional support needs, in order to provide the right in class support strategies	1, 2, 3	✓	
Commitment to CPD and ensuring the safeguarding of children and vulnerable adults	1 / 2	✓	

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PERSON SPECIFICATION

Job Title: Access Adviser

Skills	Assessed by	Essential	Desirable*
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A proven track record of being able to prioritise and organise own work	2	✓	
Ability to deal professionally with staff and students in person, by phone or by correspondence	2	✓	
Effective Working knowledge of Microsoft Office and demonstrate the ability to use reports, systems and processes to deliver high quality provision	1 / 2	✓	
Demonstrate the ability to work effectively with others.	2 / 3	✓	
A commitment to resolving problems and to improving own performance	2 / 3	✓	
Ability to work under pressure whilst remaining professional and working to agreed standards/deadlines	2, 3	✓	
Possess drive, enthusiasm and a commitment to provide an excellent service to both internal and external customers	2	✓	
Demonstrate the ability to work with accuracy and attention to detail in a constantly changing environment	2 / 3	✓	
Suitable to work with young people and vulnerable groups	1 / 3	✓	

*For the post holder to be successful in the role, all criteria within the person specification are essential, however for the purpose of recruitment some are listed as desirable as we may expect to see this skill, experience or qualification develop or be obtained once in the role.

**This criteria might be considered at the shortlisting stage.

This job description may be reviewed in light of experience, changes and developments during the on-going appraisal and performance review process.

Issue Date: XXXX