



Our mission is: 'Inclusion, realising potential; transforming lives'

JOB DESCRIPTION

Job Title: Learning Support Officer
Responsible to: Learning Support Manager
Accountable to: Director of Student Support and Inclusion

Job purpose

To manage Learning Facilitators and Learning Support Assistants and co-ordinate their day-to-day role and responsibilities in terms of meeting students' additional needs whilst they are enrolled at the college.

To work closely with curriculum teams, other support functions within the college, external agencies and parents/carers to ensure a fully integrated, holistic approach is taken to meeting students' needs.

To be person-centred in responding to individual or groups of students' needs throughout their student journey.

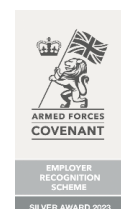
To ensure all students requiring additional learning support are appropriately supported, ensuring interventions and adjustments are made, so that they progress in their learning and development, achieve their qualification aims and reach their potential.

Key responsibilities

- To undertake learning support interviews for students with a disclosed learning need to develop robust recommendations for supporting students in their studies.
- Visit schools when required providing outstanding advice and guidance to students, school staff and parents/carers to support students' transition to college.



- To ensure that students with an Education, Health and Care Plan (EHCP) and, where appropriate, their parents and carers receive clear advice and support during their transition to and from college, whilst on programme and to aid progression.
- Work with the school engagement team to deliver events for students with special educational needs in order to aid their transition to college.
- To work with the team to complete EHCP consultations and to identify support levels and resources required to meet students' needs.
- To work with local authorities and other providers to ensure transition to next destination is effective for students with EHCP/High Cost.
- To extract key information from learning support interviews and Education, Health and Care Plans to create learning support plans.
- To manage, co-ordinate and monitor students with Education, Health and Care Plans to support their achievement, making timely interventions where necessary.
- Contribute to and chair the annual review process for students with Education, Health and Care Plans. This will also involve collating feedback against outcomes, liaising with local authorities and other relevant external agencies in order to complete relevant documentation.
- To work with teaching staff, Safeguarding and Welfare teams on an ongoing basis as appropriate. Specifically review students' progress and support where students are identified as at risk or not making expected progress.
- To liaise with curriculum teams to ensure Learning Facilitators and Learning Support Assistants are correctly timetabled, providing 1-1, group support, break and lunch cover, managing sickness absences when necessary.
- To ensure Learning Facilitators are fully briefed with details of students' needs, they are equipped with support strategies so that effective support measures are implemented
- Co-ordinate the day-to-day management of Learning Facilitators, including performance and absence management, probationary reviews, continuing professional development and involvement in the recruitment process.
- To organise and manage appropriate support to students with learning difficulties and/or disabilities, including but not limited to, autism, ADHD, social, emotional mental health, dyslexia, hard of hearing and visual impairments and other physical disabilities.
- To support Learning Facilitators and Learning Support Assistants to grow students' independent learning skills, equipping them with tools and resources in readiness for



progression into higher education, employment and independent living.

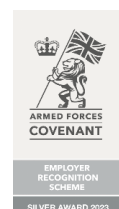
- Supervise staffing for arrival and departure of students who need assistance, resolving any transport problems as they arise by liaising with appropriate personnel.
- Contribute to college wide continuing professional development, raising awareness of working with students with additional learning needs.
- Attend meetings and liaise with colleagues, parents/carers and outside agencies as required, providing progress reports of the impact of support and interventions against EHCP/Support Plan outcomes.
- Maintain effective records and documentation, monitoring and reporting on learners' progression and co-ordinating suitable interventions where learner achievement is at risk.
- Ensure that learning support is recorded and monitored using college systems.
- Contribute to the development of quality systems, policies and practices to ensure the provision of an effective additional learning support function within the college.
- To undertake any other duties and responsibilities and/or special projects commensurate with the grade of post, properly directed by the line manager.

Professional Standards

- Exemplify behaviours which drive behaviour in-line with professional standards.
- Maintain up-to-date knowledge of developments and best practice in your area to provide sound professional advice to the staff.
- Actively participate in professional development and training activities, developing your own personal networks and reflecting on your own performance.
- Be a role model of excellence and professionalism for all staff and learners.

Responsibilities Common to All Staff

- To establish, maintain and develop professional working relationships with colleagues.
- Follow all agreed Quality Assurance Mechanisms operating within the College and contribute generally to the establishment and development of a quality provision/service.
- The College operates a Performance Management Review Scheme through which objectives and development plans are agreed. All staff are required to participate in



the scheme and, with their manager, are jointly responsible for the completion of agreed actions.

- The College is keen to ensure the health and safety of learners, staff and visitors. All staff are responsible for complying with the Health and Safety at Work Act 1974 and ensuring no-one is affected by individual acts or omissions.
- The College aims to be a place in which people can work and study free from discrimination. All staff and learners are required to comply with the College's Single Equality Scheme.
- To contribute to the College's Mission, Values and British Values.
- To be aware of, and responsive to the changing nature of the College and adopt a flexible and proactive approach to work.
- All employees are required as part of their duties to accept responsibility for safeguarding, Prevent and promoting the welfare of children and vulnerable adults.

Review Arrangements

This job description is not a rigid specification but identifies main responsibilities, which will be amended in the light of organisational need and in discussion with the postholder.

Working at the College

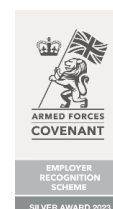
Our environment is inclusive, friendly and supportive, with high expectations for both staff and learners. To thrive in our environment, you will need to be resilient, positive, able to work autonomously, have a strong work ethic, and put our learners at the heart of everything you do.

Our college values are:

We put our students and customers first - prioritising their inclusion, learning and progress, supporting their health and wellbeing and realising their potential

We recognise that people are our greatest asset – recruit and retain the most talented staff, investing in them to fulfil their potential, creating a wealth of opportunities for personal development and progression, creating a culture of co-prosperity, galvanising them through inclusive practice, recognising the difference they make and rewarding them for the work they do

We pursue excellence in all we do - a passion for inclusive, high-quality education, training and skills solutions, holding ourselves to the highest possible standards, meeting (and exceeding) targets, making improvements, valuing creativity, supporting digital innovation and pedagogy



We embrace change - looking forward to the future, maintaining a growth mind-set, exploring new routes to inclusion, partnership and collaboration, harnessing AI safely and ethically for efficiency, digitalising and embracing new technologies, anticipating and responding to ongoing economic and social needs and demands

We collaborate and work in partnership with others - actively seeking opportunities to become more inclusive, working with others in the best interests of the college community and key stakeholders, delighting our customers

We operate sustainably, ethically and responsibly – adding social capital through inclusion, working to achieve net zero carbon targets and enhancing biodiversity, acting with integrity, with high levels of accountability and complete transparency, treating others fairly and with respect, communicating clearly, concisely and openly.

We are guided by the principles of sound financial stewardship and operational efficiency – balancing an inclusive educational character with cost effectiveness, ever-mindful of an increasingly risk-laden and unpredictable operational environment, the need for broader sensitivity analysis in budgeting and forecasting and the importance of mitigating risks that could affect the college's solvency.



PERSON SPECIFICATION

Qualifications

Essential:

Possess a Level 3 qualification and 5 GCSEs (grade A-C), including English Language and Mathematics.

Hold or be willing to work towards relevant professional qualifications (e.g.: Learning Support qualifications).

Desirable:

Hold a First Aid qualification

Hold a Full Driving Licence

Learning Support / Teaching Assistant qualification

Experience and knowledge

Essential:

Demonstrate an understanding of the concept of Inclusive Learning.

Proven experience of working with people with specific learning difficulties and/or disabilities in education, such as:

- ADHD
- Autism
- Social, emotional mental health
- Specific learning difficulties or disabilities
- Dyslexia
- Physical and sensory impairments
- Other physical disabilities

Experience/ability to plan SEN interventions using research-led strategies and approaches

Able to support behaviour regulation, emotional well-being and positive engagement

Highly reliable, proactive, and resilient in challenging situations

Desirable:

Team leadership experience

Skills and abilities

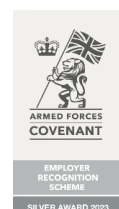
Essential:

Strong communication skills; verbal and non-verbal

Adaptable and flexible

Able to show initiative and problem solve while following guidance

Able to lead, motivate and support a team to achieve shared goals



Strong organisation and planning skills.

Demonstrate a good level of IT skills.

Ability to construct written reports, documents and produce individual support plans to a high standard.

To contribute to and maintain College values.

Must demonstrate suitability to work with children and vulnerable adults.

Updated May 2026

