



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

JOB DESCRIPTION

Job Title: Specialist Learning Facilitator

Responsible to: Learning Support Officer

Accountable to: Learning Support Manager

Job purpose

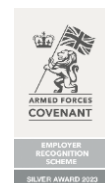
To work closely with teaching staff and other relevant internal departments to ensure a fully integrated approach is taken to supporting individuals or groups of learners.

To be person-centred in responding to individual or groups of learners' needs.

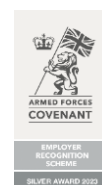
To provide specialist support for learners requiring additional learning support; including but not limited to personal care and complex learning difficulties to ensure they achieve their qualification aims, make significant progress on their EHCP/Support Plan outcomes and reach their potential.

Key responsibilities

- To provide additional learning support to learners in a range of vocational areas in further education, most notably in the Foundation Learning department.
- To provide appropriate support to learners with learning difficulties and/or disabilities, including but not limited to, autism, ADHD, social, emotional mental health, social communication difficulties, dyslexia, hearing and visual impairments and other physical disabilities.



- Support students with more complex and specialist support needs, supported through on-going training.
- Support the transition process for learners with more complex needs including attendance at professionals' meetings and training
- Promote the independence of learners in education, in readiness for employment and higher education and preparing for adulthood.
- Supervise the arrival and departure of learners who need transport assistance and deal with problems as they arise in liaison with appropriate personnel.
- Encourage use of assistive technology and other learning aids.
- Participate in training activities to upskill, maintain and develop skills required to support learners.
- Liaise with colleagues, parents/carers and outside agencies and attend meetings and reviews as required.
- Contribute to the development and implementation of individual learning support plans.
- Maintain effective records, documents and reports on learners' ongoing progression.
- Ensure that learning support is recorded and monitored through our internal systems (EBS Manager – training will be provided).
- Liaise with teaching staff to ensure that learners needs are met in the class room.
- Liaise with teaching staff where appropriate to identify when intervention and support for a smaller group is required, in the classroom.
- Provide feedback regarding student progress to relevant parties.
- Contribute to feedback monitoring progress against outcomes for learners with Education, Health and Care plans.
- Work and liaise closely with designated curriculum areas, attend meetings, provide feedback on learner progress and support updates.
- Contribute to the development of systems, policies and practices in the role of a Learning Facilitator.
- Contribute to the development of services as required.
- Represent the College at internal and external events as and when required.



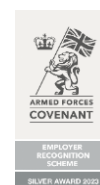
- Work closely with Learning Support Officers, curriculum teams and other relevant departments to ensure student retention and achievement is maximised.
- To undertake any other duties and responsibilities and/or special projects commensurate with the grade of post, properly directed by the line manager.

Professional Standards

- Exemplify behaviours which drive behaviour in-line with professional standards.
- 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 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

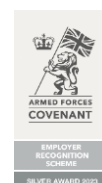
We pursue excellence in all we do - a passion for inclusive, high quality education, training and skills solutions, holding ourselves to the highest possible standards, meeting (and exceeding) targets, making improvements, valuing creativity, supporting digital innovation and pedagogy

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

- 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.
- Specialist SEND qualification

Experience and knowledge

Essential:

- Strong understanding of SEND and Inclusive education practices.
- Demonstrate an understanding of the concept of Inclusive Learning.
- Proven experience of working with young people with specific learning difficulties and/or disabilities in education, such as: Autism, ADHD, Social, emotional and mental health, Speech and language, Dyslexia, Hearing Loss, Visual impairment.
- Experience of supporting behavioural regulation, emotional wellbeing and positive engagement
- Awareness of reasonable adjustments and differentiation

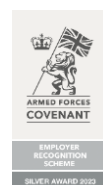
Desirable:

- SEN specialism experience
- Proven experience of working as part of a team.

Skills and abilities

Essential:

- Demonstrate strong communication (verbal and non-verbal) and diplomacy skills.
- Ability to build trusting relationships with students
- Adaptability and flexibility
- Highly reliable, proactive and resilient in challenging situations
- Demonstrate a strong level of IT skills.



- Ability to construct written reports, documents and produce individual support plans to a high standard.
- Patience, empathy and emotional resilience.
- To contribute to and maintain College values.
- Must demonstrate suitability to work with children and vulnerable adults.

Updated June 2026

