

CROYDON COUNCIL

ROLE PROFILE & PERSON SPECIFICATION

DEPARTMENT: PLANNING AND SUSTAINABLE REGENERATION

DIVISION: SUSTAINABLE, COMMUNITIES, REGENERATION &
ECONOMIC RECOVERY/CALAT

JOB TITLE: SUPPORT PROGRAMME MANAGER

ROLE PROFILE

Job Title:	Support Programme Manager
Department:	SUSTAINABLE, COMMUNITIES, REGENERATION & ECONOMIC RECOVERY
Division:	CALAT
Grade:	NJC Grade 10
Hours (per week):	24
Reports to:	Community Learning & Support Curriculum Manager
Responsible for:	Learner support assistants and volunteers
Role Purpose and Role Dimensions:	<ul style="list-style-type: none">● To manage Additional Learning Support provision, ensuring high quality, cost effective, efficient and legally compliant service to enable learners to achieve their goals on courses.● Assessing the support needs of learners with disabilities and providing advice and guidance.● Providing professional support for tutors in supporting learners with learning difficulties● Organising appropriate support for learners through learning support assistants or volunteers and accessing learning resources as appropriate.● Managing Learner support assistants and volunteers and allocating classes as appropriate
Commitment to Diversity:	To take individual and collective professional responsibility for championing the council's diversity agenda, proactively implementing initiatives which secure equality of access and outcomes. Commit to continual development of personal understanding of diversity.
Key External Contacts:	<ul style="list-style-type: none">● Learners● Other local providers● Care homes and carers● Disability groups
Key Internal Contacts:	<ul style="list-style-type: none">● ALDD sessional tutors● Managers● Business Support staff● Learner Support staff● Examinations team
Financial Dimensions:	Delivery and effective management of Additional Learning Support Funds

Key Areas for Decision Making:

- Assessment and placement of learners
- Support needed

Other Considerations:

- Some evening and weekend work
- Work across 3 CALAT sites as required
- Work in the community and workplace

Is a satisfactory criminal record check required?

An enhanced criminal record check is required.

Is the post politically restricted and the postholder prevented from having an active political role either in or outside work? [Click here for guidance on political restriction](#)

No

Key Accountabilities and Result Areas:

To assess and support learners with disabilities to access provision and provide them with relevant advice and guidance. Provide professional support for tutors working with learners with disabilities

Key Elements:

This will involve:

- Managing, planning and monitoring of the Additional Learning Support provision and allocation of support across all CALAT provision.
- Assessing individual needs of learners with disabilities to assess individual requirements for additional support and facilitate enrolments, including application for learner support funds, where applicable.
- To keep abreast of funding issues associated with Additional Learning Support and ensure accurate, current and useful management of information on the deployment and effectiveness of funded provision.
- Working with the Community & Support Manager to ensure appropriate support is offered, including purchasing of equipment.
- Carrying out regular reviews of learners receiving support and receiving regular assessment of progress and feedback on learners' progress from tutors to inform the review process for learners with disabilities.
- Ensuring the completion of all necessary documentation in preparation for access arrangements and required support for learners taking accreditations and exams.
- Providing tutors with appropriate advice and support about working with learners with disabilities, including the most suitable teaching approaches together with particular guidance on individual learners needs.
- Working with the Community & Support Manager and other managers to ensure learning support is in place on courses for learners with disabilities, informing curriculum staff and Curriculum administrators of learners supported in their programmes and ensure staff are informed of the support needs of learners joining their courses (taking into account any requirements with regard to confidentiality).
- Carrying out assessment of potential risks to learner, other learners or staff, where necessary, liaising with external agencies as required.
- Identifying appropriate aids, equipment and resources to support learners with physical, sensory disabilities or mental health difficulties.
- Working with agencies making referral as necessary, to ensure appropriate support organised.
- Maintaining effective records and statistics as required

Manage LSAs and volunteers

This will involve:

- Managing a team of Learning Support Assistants including carrying out observations and managing performance.
- Recruiting LSAs and volunteers and providing induction, support and training.
- Managing the allocation of work (supported learners and classes) to LSAs and volunteers and supporting them effectively.
- Managing volunteers across the service, providing and allocating volunteers to courses according to need and delivering volunteer training.
- Using appropriate strategies to communicate with staff teams and disseminate information and ensure the curriculum staff work together effectively and share good practice.
- Managing staff performance through formal and informal procedures, including class visits, ensuring any performance or sickness issues are dealt with appropriately.
- Organising and delivering the support CPD programme, identifying staff training and development needs in consultation with the manager.

Manage the quality of support for learners

This will involve:

- Identifying any training needs of staff to enable them to work effectively with learners with physical, sensory and mental health difficulties within the legal framework of the Equalities Act.
- Contributing to the planning and delivery of in-service training.
- Monitoring and evaluating the effectiveness of support for learners.
- Carrying out annual observation of LSAs
- Keeping up to date with relevant developments involving people with disabilities, including disability issues and relevant legislation.
- Managing safeguarding, health and safety and Prevent processes to minimise risks to learners and ensure effective reporting and training takes place.

Green Commitment

This will involve:

- Ensuring both individual and teamwork meets the Council's Green Commitment Policy goals in reducing energy consumption and waste, increasing renewable energy use and recycling, contributing to a reduction in traffic congestion and using sustainable materials.

Data Protection

This will involve:

- Treating all information acquired through employment, both formally and informally, in accordance with the Workforce Data Protection Policy.
- There are strict rules and protocols defining employee access to and use of the council's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Health and Safety

This will involve:

- Being responsible for own Health & Safety, as well as that of colleagues, service users and the public.
- Employees should co-operate with management, follow established systems of work, use protective equipment and report defects and hazards to management.
- Managers should carry out, monitor and review risk assessments, providing robust induction and training packages for new and transferring staff, to ensure they receive relevant H&S training, including refresher training, report all accidents in a timely manner on council accident forms, ensure H&S is a standing item in team meetings, liaise with trade union safety representatives about local safety matters and induct and monitor any visiting contractors etc, as appropriate.

Contribute as an effective and collaborative team member

This will involve:

- Participating in training to demonstrate competence.
- Undertaking training as required for the role.
- Participating in the development, implementation and monitoring of service plans.
- Championing the professional integrity of the service.

Person Specification

Job Title:

Support Programme Manager

Essential knowledge:

1. Knowledge and understanding of disability matters and educational needs of disabled learners including the Equalities Act (Special Educational Needs).
2. Knowledge of particular methods and approaches in supporting adults with physical, sensory disabilities or mental health difficulties
3. Knowledge and understanding of risk assessment procedures and processes
4. Knowledge of key current curriculum developments within adult education and in particular additional learning support.

Essential skills and abilities:

5. Strong organisational skills with an ability to manage a varied workload and meeting deadlines.
6. Ability to work effectively on own and able to demonstrate experience of managing and motivating teams to achieve excellent outcomes for learners.
7. Ability to work flexibly and under pressure, with proven ability to analyse difficult situations, identify/recommend constructive solutions and implement them effectively.
8. Ability to maintain confidentiality, act with integrity and can demonstrate a commitment to Safeguarding and Prevent duty.
9. Excellent interpersonal and communication skills including the ability to give and receive information/advice effectively to a wide range of audiences.

Essential experience:

10. Experience and understanding of the issues related to Additional Learning Support of adults with disabilities
11. Experience of assessing the educational support needs of adults with physical, sensory disabilities or mental health difficulties
12. Experience of teaching / training adults with a range of needs.
13. Experience of successful collaborative working with a range of agencies.
14. Experience of monitoring and evaluating services /provision.
15. Proven ability to work with a range of colleagues both internal and external

Qualifications:

16. Degree level qualification or equivalent professional qualification in Advice and Guidance.
17. Teaching qualification – Desirable.

