



Job Application Pack

Job Title: Learning Support Manager

Closing Date: 27th April 2015

- Job Description**
- Person Specification**
- Guidance Notes for Applicants**
- Frequently Asked Questions**

Dear Applicant,

EMPLOYMENT ENQUIRY: Learning Support Manager

CLOSING DATE: 27th April 2015 at 5pm

Thank you for responding to our advertisement and the interest you have shown in working for the Harington Scheme.

Please find attached:-

- Application pack (containing job description with person specification, guidance notes for job applicants and frequently asked questions)
- Application Form and Equal Opportunities Monitoring Form

Please note that you should complete the application form fully. **CVs will not be accepted** as a form of application but only for the purpose of providing additional information. Application forms should be returned to us by 5 pm on the closing date and I do hope that you will find the time to complete and return your form.

We are only able to notify short listed candidates, therefore if you are not contacted within 28 days of the closing date, please assume that your application has been unsuccessful on this occasion. If you would like us to acknowledge receipt of your application, attach a stamped addressed envelope/postcard to your form.

Once again, thank you for the interest you have shown so far and we look forward to receiving your application form.

Yours sincerely,



JOANNA BAXTER
SCHEME MANAGER



learning to grow, growing to learn

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Highgate
London
N6 5EH

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TRAINING CENTRE
020 8341 3657

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WEBSITE
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A company limited by guarantee
no. 1467946

Registered office address
as above

PATRON
Joe Swift

Founded in 1980 by
Dame Geraldine Aves, DBE

JOB DESCRIPTION

JOB TITLE:	Learning Support and (Functional Skills) Manager
HOURS:	37.5 hours a week (8.00 – 4.30pm), including occasional weekend duties and attendance at evening meetings as required.
SALARY:	£31,152– 38,076 inc. LW
REPORTING TO:	Scheme Manager
LEAVE:	25 days annual leave per year

MAIN FUNCTIONS

Working as part of the management team with specific responsibility to manage and develop Harington's learning support and functional skills provisions. To develop and lead the Learning Support team, to assess and meet the needs of learners with learning difficulties and/or disabilities and to support effective curriculum management and delivery. To ensure the integration and development of English, maths and ICT skills (functional skills) with all aspects of Harington's provision aiming to improve the functional skills and thus the employability of all learners. The line management of a team of support staff, volunteers and trainers including regular structured supervision and effective appraisal of performance.

MAIN DUTIES AND RESPONSIBILITIES

Learning Support

1. To develop and implement the Harington Scheme's Learning Support strategy ensuring that the organisation is legally compliant with the SEN Code of Practice, the Children and Families bill 2014 and funder requirements.
2. To act as the named contact for local authorities in relation to Special Educational Needs (SEN) provision.
3. To lead on the assessment, planning and review of learning support needs and associated reporting/paperwork, including Education Health and Care Plan annual reviews and high needs funding applications.
4. To lead and manage the Learning Support team (inc. volunteers and agency workers), ensuring that staff are managed trained, and motivated to meet the objectives and priorities of the organisation.
5. To ensure that high quality learning support is delivered that is sufficiently flexible, efficient and effective to support learners in achieving their goals and reaching their full potential and that contributes to the delivery of outstanding teaching and learning.

Programme development:

1. To co-ordinate and develop Functional Skills (literacy, numeracy, English, maths and ICT development) provision, ensuring that it meets the needs of all learners.
2. To ensure that learners are assessed and that appropriate qualification targets are set and met.
3. To ensure quality and continuous improvement with Functional Skills provision, through regular quality monitoring, collection and analysis of feedback, analysis of statistical information, observation of teaching and action planning.
4. To ensure the functional skills provision meets internal and external quality requirements.
5. To ensure that integration and development of functional skills with all aspects of Harington's learning provision is maximised.

6. To attend meetings and liaise with external partners to support the continuous improvement of foundation provision and keep up to date with external developments and best practice.

Programme delivery:

1. To support course planning, timetabling and the delivery of functional skills training and support.
2. To support the recruitment of learners and ensure that targets for learner numbers within Study Programme provision are met and maintained.
3. To provide staff cover and deliver functional skills training as necessary and as a minimum to deliver one aspect of functional skills provision.
4. To undertake and/or oversee assessment, internal and external verification of functional skills and pre-entry literacy and numeracy qualifications.
5. To support the team to develop, produce, review and update training resources.

Team development

1. To be responsible for the continuous professional development of staff within the team.
2. To deliver in-house training and support all staff development to improve the quality of teaching and learning and support.
3. To attend external training and development events, keep up to date with current thinking in the delivery of functional skills/learning support and disseminate information to relevant staff.
4. To support staff in the development of coherent policies, service provision and effective teaching practice.

Management and administration

1. To be responsible for the line management and development of staff and volunteers within the team. This must incorporate regular supervision and annual appraisal.
2. To be Responsible for motivating team members including the delivery of comprehensive inductions for new team members and encouraging team working between team members and other staff.
3. To contribute effectively to the preparation of reports on all matters relating to foundation skills delivery to internal and external stakeholders.
4. To contribute to the management team on all aspects of organisational development.
5. Being fully responsible for the maintenance of personal health and safety and the development of safe working practices.
6. To comply with and support the development of Harington policies and procedures.
7. To follow safeguarding policies and procedures and deputise for the designated person as necessary (once trained).
8. To undertake regular performance monitoring against delivery/work plans.
9. To carry out any other tasks that may be required commensurate with the grade.

PERSON SPECIFICATION

ROLE: Learning support (and Functional Skills) Manager

ESSENTIAL CRITERIA

- DBS Enhanced Disclosure (Harington will apply on behalf of the successful candidate)

Qualifications/experience

- A teaching qualification at DTLLS/PGCE level or equivalent
- At least 3 years experience of teaching English and/or maths and the ability to manage functional skills provision.
- Proven experience of management in the education sector (learning and skills, further education or SEN) including:
 - Assessment of learning needs and planning of support requirements
 - Curriculum/programme management
 - line management of staff and /or volunteers
- Qualifications/experience working with learners with learning difficulties and/or disabilities.
- Experience of external inspection (e.g. OfSTED)
- Evidence of commitment to continuing professional development.

Knowledge

- Have up-to-date knowledge of the new Children and Families bill and its implications for FE.
- Have up-to-date knowledge and understanding delivery of Functional Skills qualifications

Skills and abilities

- Excellent report writing and communication skills
- Good IT skills, especially in the use of the Microsoft Office Suite.
- Commitment to safeguarding children and vulnerable adults and the ability to follow safeguarding procedures.
- Demonstrate strong commitment to equality and diversity.

Desirable

- Experience of GCSE delivery
- Up to date knowledge of Study Programme and High Needs Student funding arrangements
- Experience of fundraising
- Designated person training

Please ensure that you describe how you meet all essential criteria in your application.



GUIDANCE NOTES FOR APPLICANTS

We ONLY accept applications made on our standard application form.

Introduction

Staff selection at Harington is achieved by following a set of policies and written procedures that ensure consistency and fairness in recruiting the right person for each job. The selection panel shortlists all candidates for interview by producing a person specification for each job that contains the essential requirements for the post, and also the desirable qualities. Only applicants who can demonstrate that they have the essential requirements for the post will be called for interview. Desirable qualities may be used for making a decision, or for arranging training for the successful applicant on entry.

The application form is designed so that the information for short-listing i.e. sections 7 to 10 can be detached and copied to the panel. Your completed application form is the only basis for considering your initial suitability for the post. No assumptions will be made about your experience or skills. This advice note is to help you to complete the application form effectively.

Please make sure that all sections of the application form are completed. Any applications received that are incomplete may not be accepted. Additional sheets of A4 paper may be used if there is insufficient space.

Read through each section of the application form carefully. You may find it helpful to photocopy the form and do a rough draft first.

No applicants will be considered after 3pm on the day shown as the closing date for applications.

1. Personal Details

Make sure that your name, address and telephone numbers and email are legible.

2. References

You must give your present or most recent employer as one of your referees. Internal candidates should give the name of their line manager. If you are studying, please give your tutor as a referee. If you have not been employed, you may wish to give the name of someone who can comment on your ability to do the job. You should not give the name of a relative as a referee.

3. Disclosure of Criminal Record

As part of Harington's safer recruitment process Harington operates a strict pre-employment vetting process, which includes a Disclosures and Barring Service (DBS) check.

Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced DBS (Children and Adults) this will include a check against the barred list.

It is essential that you complete this section accurately as failure to declare previous convictions may prevent your employment if it subsequently becomes apparent that you do, in fact, have a criminal record. Any employment offered will be subject to completion of a Criminal Records Bureau check and receipt of a satisfactory Disclosure certificate.

4. Other information

The drivers license question need only be answered if it is mentioned on the essential or desirable criteria for the job.

5 Declaration

Please read the declaration and data protection statement before signing. Owing to Data Protection regulations all applications must be signed and dated by the applicant. Electronic signatures will be accepted.

6. and 7. Present and Past Employment

Starting with the most recent, list all the employers you have worked for and provide details of the job title and the period you worked for them. This information may be used to assess whether you meet the experience requirements for the post. Please list any break in employment, giving reasons.

8. Education, Qualifications and Training

Starting with the most recent, in each section please list qualifications and training. You may continue on a separate sheet if necessary. This information may help assess whether you have a relevant qualification or meet some other requirement.

9. Supporting Statement

This is the most important part of your application, as it is here that you have to make a case for your selection. Use the space to tell us how your experience, skills and training enable you to meet each of the essential selection criteria. Make sure your statement is positive and clearly set out. You may wish to use headings to divide the statements you make. Continue on a second sheet if necessary and **remember**, if you do not address each of the essential criteria specifically, you may not be short-listed for an interview. Look at the person specification again and satisfy yourself that you have fully covered all the requirements listed.

Do not repeat your career history, use only the relevant parts. In considering your experience remember all previous work, consider other relevant experience outside work such as community/voluntary/ leisure and other interests. In representing your skills and abilities, specify your own responsibilities not those of the workplace and give examples of achievements.

10. Equal Opportunities Monitoring Form

Please help us to monitor the effectiveness of our Equal Opportunities Policy by completing this form, which will be treated as confidential and will not form any part of the recruitment process.

Interview

Candidates should make every effort to be available for the time of the interview as it may not always be possible to reschedule the time. Candidates should prepare for interview by thinking about how their experience, skills and accomplishments are relevant to the post and think of any questions they may wish to ask. It may also be helpful to have a look at our website www.harington.org.uk or read our most recent inspection report available on the OfSTED website.

Depending on the seniority of the post, candidates may be asked to prepare a presentation and/or a task as part of the interview process. If this is the case you will be notified in advance when you are informed of the interview date and time.

Candidates will be interviewed by a panel of two to five people. Interviews last from 20 minutes to one hour, depending on the seniority of the post. All candidates are asked the same core questions (relevant to the post applied for), with supplementary questions asked by panel members as appropriate. There will also be an opportunity for the candidate to ask questions.

When answering questions, you should give the interview panel a full picture of how your experience and skills fit the post. If you cannot answer a question, please do not be nervous about saying that you do not know or need further explanation. Members of the panel will take notes during the interview.

Please email your completed application to: info@harington.org.uk

Or post or fax to:

Staff Recruitment
The Harington Scheme
55a Cholmeley Park
London
N6 5EH
Fax: 0208 347 8860

Frequently Asked Questions : Learning Support Manager

What is the Harington Scheme?

The Harington Scheme is charity that offers a unique learning programme for people, mainly young, with learning disabilities and/or difficulties to help them into employment, further education or a more rewarding life through appropriate learning opportunities. There is a focus on employability and most learning programmes aim to help learners to develop skills to take the next step toward employment or more independent living. Set up as a charity by the local community in 1980, the Scheme is situated in North London and attracts learners from all over the capital.

There are four strands to the training:

The **Vocational Training Scheme** aims to prepare people for work, find them employment and support them in their new jobs;

Harington Gardeners is an employment and training initiative offering a stepping-stone for those who cannot go straight into work;

The **Day Service** provision offers horticultural activity of a therapeutic nature to adults with a learning disability or mental health support needs;

Foundation Skills provision equips young people with the basic skills needed for employment, self-direction and personal development.

Every learner has an individual programme of activities to support their personal development and skill needs. The majority of learners are found a job or further training when they leave and the Scheme supports them and liaises with employers for as long as is needed.

What range of learning difficulties/disabilities do you cater for?

Our learners are mainly young people aged 16-24 (85%) with a wide range of learning difficulties and disabilities.

These can be broken down as follows:

36% have moderate learning difficulties

19% have autistic spectrum disorders

10% Emotional / behavioural or mental health difficulty

19% have other specific disabilities e.g. epilepsy, visual/hearing impairment and physical disabilities.

3% have dyslexia or dyspraxia

8% severe learning disabilities

5% no disability

Our training benefits approx. 70 learners per year with 45-50 learners on programme at any given time. Our main learning programme is funded by the Education Funding Agency through Study Programme funding and 95% also receive High Needs Student funding from local authorities. The vast majority of learners attended special schools or were statemented at school and most do not have GCSE's.

Do you work around the academic year?

No. There three break weeks for learners in October, April and August as well as a Christmas break (usually 2 weeks). Managers are required to take a minimum of six days of their annual leave entitlement during these weeks and teaching/support staff eight days. The main provision is roll on, roll off and operates throughout the year with learners joining or leaving at any time of year (usually in small groups) so we do not operate terms at present. Learners generally attend Monday to Thursday, although some are part-time. Friday is the main non-contact day although some extra days are added to this for staff training and planning usually around Christmas and Easter.

The job description mentions direct teaching. How often will this be?

Teaching can be varied and depends on ratios of learners and the demands of the curriculum. The team leader will usually have regular teaching slots each week and will provide cover for teaching staff (currently 2) during holidays and sickness in addition to this. The teaching will consist of English or Maths sessions in the main.

What are the main challenges of the job?

The Learning Support Manager post is a new role that has been developed to meet our current management needs and in response to an increase in the learning support available at Harington and hence size the learning support team (currently 13), and new responsibilities for further education providers as part of the SEN Reforms that came into force in September 2014. You can find out an overview of these responsibilities by following the hyperlink below.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307555/04-14_FE_Implementation_Pack.pdf

The appointee will be responsible for leading on the implementation of these reforms with support from other managers. The Functional Skills provision is well established and learner achievements are good.

The work is very rewarding but also quite demanding as many of the young people that we work with require a lot of support, mentoring and coaching on a day to day basis with work routines, motivation and appropriate work behaviour, social contact, safety and dealing with personal problems. We have found that personal qualities such as patience, understanding, empathy, a sense of humour and a caring nature are essential in working with learners with learning difficulties as well as a supportive team approach.

6. What is Safeguarding?

Safeguarding is a term used to denote the duties and responsibilities that those providing a health, social or education service have to carry out/perform to protect individuals from harm. It applies to children (age 0-18 years) and adults. A more specific definition of safeguarding children is as follows: The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

7. Working at Harington

We are a small, well established charity with a beautiful site in Highgate Village, North London. Over the years we have set ourselves high standards and expectations in delivering outcomes for our learners and this has led to the achievement of consistently good grades on inspection. The success of the Scheme is dependent upon staff working closely and flexibly, communicating well and supporting each other. We have a staff team of 31. There are 4 managers who manage the provision as well as undertaking some delivery and 24 frontline delivery staff (trainers and support staff). The work is very rewarding but also quite demanding as many learners require a lot of support not only with their learning but with daily routines, social contact, safety and dealing with personal problems. We have found that personal qualities such as patience, understanding, empathy, a sense of humour and a caring nature are essential in working with learners with learning difficulties as well as a supportive team approach.

We were last inspected by Ofsted in May 2012 and achieved a grade 2 (Good) overall and a grade 1 of outcomes for learners.

If you have any other questions about the job please contact us on 0208 341 3657.