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# Job Description

##### Learning Advocate – Work Based Learning

Title of Post: Learning Advocate – Work Based Learning

Grade: Scale 5

Hours: 36 hours per week, 52 weeks per year

Reporting to: Employer Responsive – Performance and Quality Manager

Base: Uxbridge (post includes travelling to employers’ premises)

# MAIN SCOPE OF POST

The post is concerned with the development of students’ literacy and numeracy. The main focus is to support students with the completion of English and maths qualifications, both Functional Skills and GCSE. Learning Advocates will report to the relevant Section Manager or Head of School and will liaise with teaching staff to provide integrated learning development which takes account of the differing needs of learners.

# DUTIES AND RESPONSIBILITIES

* To assist with Initial and Diagnostic Assessment of learners in order to identify the additional learning needs of students.
* To agree with the relevant Section Manager or Head of School students who are to receive support based upon Initial and Diagnostic Assessment as well as student needs identified during the course of the year. Learning Advocates should work within guidelines for contact hours and case-loads.
* To support students with their English and maths qualifications in small groups, on a one to one basis or through in-class support, or remote/online delivery where appropriate.
* To set and review SMART targets in students’ Individual Learning Plans. To ensure records are complete in a timely manner for audit and funding requirements.
* To assist with the induction of new students into the use of the Learning Resource Centres and to assist them to find materials and maximise learning opportunities.
* To be proactive in managing the caseload of students and maximising attendance at support sessions.
* To develop students’ research methods, presentation and study skills.
* To be an active member of a designated curriculum team in order to contribute to the academic tutorial process by setting high personal standards of literacy and numeracy to the students.
* To liaise with the Examinations Officer to address the examinations requirements of those learners who have specific learning needs and/or disabilities.
* To attend regular meetings with the Senior Learning Advocates and link Section Manager in the School of English and Maths, as required..
* To attend curriculum team meetings and progress review meetings as required and provide information about student progress and attendance.
* To provide regular reports on learner progress as and when required. .
* To provide cover for other Learning Advocates if required.

# OTHER DUTIES

* To keep knowledge and skills up-to-date through self-study and undertake staff development and training relevant to meet professional needs.
* To promote Equal Opportunities and implement the College’s Equal Opportunities Policy.
* To ensure a secure, safe and friendly learning environment, including implementation of the College’s Safeguarding and Health and Safety policies.
* To take an active part in the appraisal and mentoring processes.
* To carry out any other duties commensurate with the scale and grade of the post.

**Further Education is an ever-changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work. This job description will be reviewed annually during the appraisal process and will be varied in the light of the business needs of the College.**

##### Person Specification

##### Learning Advocate – Work Based Learning

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| --- | --- | --- | --- |
|  | **Essential** | Desirable | How assessed?\* |
| Qualifications |  |  |  |
| * High general standard of education (Level 3) | **** |  | Cert/AF |
| * Numeracy and Literacy skills achieved to a minimum of GCSE level C or above, or equivalent | **** |  | Cert/T |
| Clean driving licence and personal transport | **** |  | AF/Licence |
| Knowledge, Skills and Experience |  |  |  |
| Experience of supporting students with literacy and numeracy in an educational environment | **** |  | AF/IV |
| Experience of using learning resources effectively to support students’ literacy and numeracy, including online when required | **** |  | AF/IV |
| Good interpersonal and communication skills | **** |  | AF/IV |
| * Good organisational and administrative skills | **** |  | AF/IV |
| * Ability to engage and motivate learners | **** |  | AF/IV |
| * Ability to work under pressure and prioritise own workload effectively | **** |  | AF/IV |
| * Good literacy and numeracy skills | **** |  | AF/T |
| * Good IT skills (including Microsoft Office) and ability to deliver effective sessions online/remotely when required | **** |  | AF/IV |
| * Ability to use own initiative and work flexibly | **** |  | AF/IV |
| * Ability and willingness to work between Uxbridge, Hayes and Harrow Campuses and to travel off-site to employers’ premises | **** |  | AF/IV |
| * Ability to work effectively as part of a team | **** |  | IV/AF |
| * An understanding and commitment to Safeguarding and Equality and Diversity | **** |  | IV |
| * Knowledge of how to study and achieve curriculum standards | **** |  | AF |
| * Commitment to student learning | **** |  | AF/IV |
| * Positive attitude to the use of technology in curriculum delivery | **** |  | AF/IV |
| * Commitment to own professional development | **** |  | AF/IV |
| **Competencies**  *Support staff should be able to demonstrate competency in the following areas:*  Communication  Planning and Organising  Working Together  Customer Services  Adaptability/Flexibility | **** |  | AF/IV |

\*Evidence of criteria will be established from:

AF = Application Form

IV = Interview

T = Test (Test at interview stage)

Cert = Certificates checked on induction