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| **Job title:** Inclusion Assessment Specialist  **Reporting to:** Inclusion and Specialist Assessment Manager  **Base:** The Joseph Wright Centre |
| **Hours** 29.6hours per week, 52 weeks per year  **Contract Type** Teacher  **Holiday** 35 per year pro rata plus 8 bank holidays and 6 college closure days  **Salary** Qualified teacher £29,841 to £40,080 per annum pro rata |
| **Job Purpose**  To work with the wider Learning Support Team to:   * Support the work of the Inclusion and Specialist Assessment Manager / SENCo, ensuring that they work in accordance with all relevant Derby College and JCQ requirements and GDPR. * Conduct exam access arrangement assessments and monitor support activity to ensure EAA are standard working practice (as per JCQ guidelines.) * Support centre **“SENCo”** for EAA with EAA application paperwork via the legal and medical routes. * Support Higher Education students/prospective students with DSA applications for funding. * Carry out timely assessments with students who have a wide range of support needs. * Undertake required CPD and research into specific inclusion needs. * Work effectively and efficiently, within the SEND Code of Practice, Equality Act, JCQ regulations, SfE/DSA Quality Assurance Framework, College Vision and Mission and Funding Guidance. * Ability to plan, deliver and assess bespoke EAA and JCQ-related training sessions for curriculum and business support staff. * Be an ambassador of SEND practice in wider college context. * Take a professional, proactive and responsible approach for caseload. * Liaise with schools and other educational contexts to facilitate transition of EAA. |
| **Job Dimensions**   * Working with external referral agencies and the young people they represent. * To support the Inclusion and Specialist Assessment Manager in maintaining a high-quality cross-college administration system for assessing for, supporting and tracking EAA and supported learners from pre-entry to leaving college. * To support the Inclusion and Specialist Assessment Manager in delivering training and awareness sessions for internal and external customers as required. * Support staff and students with Higher Education and DSA information and processes. * Work with young people to identify, assess and plan to meet their inclusion needs. * Share support plans and guidance with support staff and teaching teams to inform teaching learning and assessment strategies and support personalisation and differentiation in all study programme activities. * Work in line with data protection legislation, JCQ regulations and college policy. |
| **Key relationships**   * Students, parents and carers. * Inclusion Specialist Assessment Manager Inclusion and Support Coordinators (including EHCP Coordinator). * Learning Support Team (Trainers, Learning Support Assistants and Communication Support Workers). * Team managers, Teachers /Curriculum delivery staff. * Exams Team. * Intervention and Student Services Teams. * Personal Coach Team. * External referral agencies. * JCQ. |
| **Key Responsibilities**   * To carry out exam access arrangements assessment for internal and external customers as required. * To support the Inclusion Specialist Assessment Manager to maintain a high-quality cross-college administration system for supporting and tracking EAA and supported learners from pre-entry to leaving college. * To carry out assessments of individual students support needs and make recommendations of the support required to help students achieve, including examination access arrangements. * Liaising with appropriate staff regarding examinations and assessments, sharing information in a timely fashion to ensure it is included in Group Profiles and has impact on teaching strategies used in delivery sessions. * To support & advise team members in the effective delivery of learning support to meet individual learners’ needs. * To ensure learners’ records are kept up to date and accurate. * To deliver training and awareness sessions for internal and external customers as required. * Support staff and students with Higher Education and DSA information and processes. * Maintain accurate records and tracking of HE students from referral through to award. * To carry out assessment of individual learners’ support needs & make recommendations of their support needs to help learners achieve, including exam concessions. * To fully participate in team meetings, professional development and events. Where possible delivering Team Time Sessions. * Promote disability awareness among staff and students and to develop, deliver or arrange training for curriculum staff, as well as specialist training for learner support staff on the implementation of EAA. * To maintain accurate records to meet audit & inspection requirements, using appropriate IT systems. * To contribute to the marketing of the area & liaise with external agencies as required. * To contribute to the exploration & initiation of sources of income generation. * To ensure that quality standards are maintained and reviewed within the section, including assessment reports and learner records. * To support and advise team members in the effective delivery of learning support to meet individual student needs. * To comply with administration procedures for the effective collection and interpretation of College management information. * To embrace the educational possibilities of Information Learning Technology and to take the responsibility for updating one’s own practice in the use of ILT. * To keep abreast of local and national developments that impact on student experiences (SEND reforms, local offer, Access to Work etc.). * To inspire students and colleagues, identifying, interpreting and applying specific knowledge. * To have an awareness of cultural sensitivity to meet the needs of students regardless of age, ethnic origin, gender, disability or sexual orientation. * To liaise with personal coaches & curriculum staff to meet student needs. * To fully participate in team meetings, professional development and events, and when pertinent deliver CPD sessions. * Support curriculum staff in interviews for students who attend on assessment, visits or information evenings. * Promote disability awareness among staff & students and to develop, deliver or arrange training for curriculum staff as well as specialist training for students support staff. (Based in the Social Model) * To maintain accurate records to meet audit and inspection requirements using appropriate IT systems. * To contribute to the exploration & initiation of developing a range of income sources, kite marks and awards.   **General Responsibilities**   * To provide a professional customer service to both internal and external customers. * To ensure that quality standards are set, monitored and reviewed in all areas of our work. * To demonstrate flexibility in responding to changing demands in personal, sectional or the College’s workload. * To take responsibility for one’s own professional development and continually update as necessary. * To comply with all relevant policies and to assist in the development of Inclusive practices to make reasonable adjustments under the Equality Act and ensure we go beyond SEND compliance in all we do. * To comply with all Health and Safety policy, Child protection and Risk Assessment policy and legislation in the performance of the duties of the post. * To take reasonable care of your own health, safety and welfare and that of any other person who may be affected by your actions or omissions whilst at work. You are also required to co-operate with the College to enable it to fulfil its legal obligations. Appropriate information, instruction, training and supervision will be provided to enable you to perform your duties in a manner that is deemed safe and without risk to health. * Proactively promote and comply with all relevant College practice, guidelines, policies and procedures, and legislation, including but not limited to: Safeguarding, Equality and Diversity, Health and Safety, and Data Protection. * To undertake dynamic risk assessments during your working practice and ensure formal RAs are carried out for any ongoing activity. * To carry out any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job. |
| **PERSON SPECIFICATION** |
| **Competencies**  **Essential**   * Excellent and responsive interpersonal and communication skills * Ability to identify and apply theories of learning to the planning and support of individual learners * Supporting, teaching and assessing learners with learning difficulties/disabilities in a range of settings and constantly assessment/review individual needs * To use ILT to promote learning * Problem solving   Good time management   * Research and sharing innovations with college staff * Recommending appropriate support & examination requirements based on individual assessments and establishing a history of need * Ability to respond flexibly to changing climate of needs within the organisation * Good written skills and IT communication skills * The ability to travel between sites |
| **Knowledge and Experience**  **Essential**   * Experience of forming and maintaining supportive, challenging and influential relationships with young people and adults * Experience of working in line with relevant safeguarding and protecting children procedures (with particular reference to identified vulnerable groups) * Recent relevant experience of working with students with inclusion needs (learning difficulties/disabilities) in a care or education setting. * Experience of managing and maintaining a diverse workload. * Knowledge of and/or the ability and commitment to acquire knowledge of the Equality Act 2010 and the SEND Code of Practice 2014. (Be sensitive to matters relating to discrimination in terms of race, colour, nationality, ethnic or national origin, religion, age, disability, gender, sexual orientation, marital status or ex-offending background.) * Thorough knowledge of current JCQ regulations and a commitment to keep knowledge up-to-date with annual changes and updates.   **Desirable**   * Inspection and audit procedures (JCQ) * The range of courses and support services available in Further Education Colleges * Knowledge of the range of courses and support services available in Higher Education * Knowledge of Higher Education and DSA processes * An understanding of the complex nature of study programmes and the curriculum offer in order to remove potential barriers to those with a diffability |
| **Qualifications**  **Essential**   * Certificate in Education/PGCE or equivalent * Level 7 exam access arrangements assessment qualification, including at least 100 hours relating to specialist individual assessment * Level 5 (or above) Specialist Qualification in an area of disability/learning difficulty * Level 2 English (GCSE A-C or equivalent) * Level 2 Maths (GCSE A-C or equivalent) * Level 2 IT qualification   **Desirable**   * Current Assessment Practicing Certificate |