



*Gloucestershire College is advertising this role on behalf of Gloucestershire Professional Services (GPS).*

## **About the Role – Employment Details**

Post Number	A094
Job Title	SEND Intervention Mentor (EAL Support)
Salary	£28,935.23 - £30,311.86, £24,971.43- £26,159.48 Pro Rated 37 hours, 38 Weeks per annum
Contract Type	Permanent
Campus	Gloucester
Department	Learning Support
Reporting To	Head of Inclusion and Cross College Curriculum
Holiday	TTO

## **About the Role – Meet the Team**

The Learning Support team provides effective support to assist students in achieving positive outcomes whilst developing independence, resilience and employability. We can assist students with a range of various learning differences and/or difficulties across all academic levels at college.

We have a range of support available within Learning Support that includes:

- Robust transition opportunities and planning to support joining and leaving the college
- Holistic assessment of additional needs to develop effective support plans including Cognassist, a neurodiversity assessment tool. Support is reviewed throughout the year
- EHCP annual reviews, as well as supporting students with My Plans, My Plan + and SEN Profiles
- Support in-and-out of timetabled sessions from experienced Learning Support Assistants and SEND Intervention Mentors
- Trained and experienced staff to support a broad range of additional needs, including but not limited to Autism Spectrum Condition, Dyslexia, Dyscalculia, Dyspraxia and ADHD
- Coaching and support to utilise assistive technology and software to assist learning
- Appropriate exam access arrangements and reasonable classroom adjustments
- Other support includes Personal Emergency Evacuation Plans (PEEP), personal/intimate care and medication support if required.

Our settings are safe, specialist facilities, thoughtfully designed to support students with a collaborative approach to education, meeting their educational and other individual needs. Our team is based across all three campuses and a range of working patterns are available depending on student need and timetabling.



As a SEND Intervention Mentor, you will work with learners across Gloucestershire College sites who have a variety of additional learning needs at different academic levels, including those with English as an Additional Language (EAL). You will provide interventions to develop independence, resilience, language confidence, and work-readiness, supporting their ambitions, inclusion, and outcomes. You will also review the impact of interventions and distance travelled by the students.

Following a robust initial assessment, you will provide planned interventions and drop-in sessions on the following subjects:

- Language development and communication strategies for EAL learners
- Literacy and numeracy skills development
- Independent Living Skills
- Additional support for SEND needs e.g. Autism, Dyslexia, Dyspraxia, ADHD
- Study Skills
- Reading pens and screen reader
- Inclusive/assistive technology settings on devices and Apps
- Liaison with SEND and ESOL specialist to transfer technology from school to college setting

## About the Role – Duties and Responsibilities

- To develop, deliver and review 1:1 intervention programmes for SEND and EAL learners on a variety of different topics with an emphasis on literacy and numeracy as well as independent skills, well-being, study skills, and Maths and English support. To ensure these sessions are targeted and have specific outcomes and distance travelled is measured.
- To liaise with curriculum teams to ensure continuity of language support and integration of strategies that promote confidence in spoken and written English.
- To explore and develop resources and teaching strategies that support bilingual learners and those developing academic English.
- To run drop-in/group sessions for SEND and EAL students who may need extra support in the following areas: English and Maths skills, inclusive technology, study skills, work readiness.
- To develop and deliver sessions to specifically meet outcomes in the EHCP document for students in a range of settings.
- To ensure you are consistently supporting students in line with the Graduated Approach and EIF, promoting the independence of students and engaging in meaningful conversations regarding their future.
- To deliver a cohesive introduction to assistive technology for students who may benefit from the use of this in their everyday work and exams.
- To work closely with the Learning Support Manager and SEND Review Leads to plan targeted support for SEND/EHCP learners.
- To work closely with English and maths department to help underpin the work that they do preparing learners for these qualifications
- To attend SEND support panels, feedback regarding your interventions and plan the best way forward for the students.
- To support with the transition of students where appropriate.
- To raise the profile of the service for SEND learners and ensure staff and students are aware of the focus for the sessions.
- To respond to referrals for support in a timely manner ensuring students are waiting no longer than 2 weeks to access support
- Liaise with the Learning Support Manager so they can deliver training to staff in identified areas.



- To promote the use of equipment and ensure there is an accurate rota and timetable of bookings.
- Provide initial assessment process for learners with additional support needs, to provide robust rationale for support and target development towards increased independence.
- Manage the level of referrals received through internal system
- Utilise internal systems (ProMonitor) effectively to record all support delivered, the level of impact it has and the progression of learners.
- Be aware of, work within and respond to national changes in policy, guidelines, regulations and legislation relating to SEN, for example reasonable adjustments and exam board requirements.
- Support with learner recruitment events such as open evenings and information events.
- Liaise with external agencies and parents / carers as required to effectively share information as necessary.
- Explore, develop and use resources, teaching and learning strategies and digital technology within own practice and disseminate best-practice within the team.
- Actively contribute and support the departmental Quality Improvement Plan (QIP), Self-Assessment Report (SAR) and key performance indicators (KPIs).

### **About the College – Our Expectations**

- Take an active part in Professional Development Conversations (PDC)
- Engage with all relevant Health & Safety regulations and assist the College in the implementation of its own Health & Safety Policy
- Actively promote the College's Equality and Diversity Policy
- Actively promote the College's Safeguarding Policy and Practices
- Support the College's sustainability policies and recognise the shared responsibility of carrying out duties in a resource efficient way
- Participate in enrolment
- Participate constructively in college activities and to adopt a flexible approach to your work.
- Undertake a first-aid qualification and participate in the first aid rota, as required.
- Undertake any other relevant duties as specified by your line manager commensurate with the level of this post



## About the You

### Our Shortlisting Criteria

<b>Essential</b>	<ul style="list-style-type: none"> <li>– A Minimum of Maths and English GCSE grade 4 or C / FS Level 2</li> <li>– Experience of with 16+ age range</li> <li>– Experience of working with learners with English as an Additional Language</li> <li>– Experience in delivering and leading sessions</li> <li>– Experience of working with individuals with specific learning differences (including dyslexia, dyspraxia, ADHD and autism)</li> </ul>
<b>Desirable</b>	<ul style="list-style-type: none"> <li>– Training of qualifications relating to specific learning differences</li> <li>– PTTLS, DTTLS, PG-Cert or PGCSE or willingness to work towards within an agreed timescale</li> <li>– Experience or training in supporting EAL learners or ESOL delivery.</li> <li>– Ability to use inclusive strategies and assistive technology to support language development and accessibility.</li> <li>– Experience of using assistive technology to support individuals with communicating, accessibility and independence or willingness to complete training and develop skills</li> <li>– Willingness to undertake Equality and Diversity and Safeguarding training</li> </ul>

### The Perfect Person for us will demonstrate

<b>Abilities</b>	<ul style="list-style-type: none"> <li>– Able to competently utilise a variety of technology to assist learning</li> <li>– Innovative and solution focused</li> <li>– Adaptable approach to support</li> <li>– Able to motivate, engage and enthuse learners in innovative ways</li> <li>– Responsive to staff and student needs</li> <li>– Excellent written and oral communication</li> <li>– Resourceful and creative</li> <li>– Ambitious in wanting the very best outcome for GC learners.</li> <li>– Committed to continuously improving</li> <li>– Actively invites feedback from peers and customers to identify opportunities to improve.</li> <li>– Receptive to new ideas and learns from failures as well as successes.</li> <li>– Approaches difficulties with a positive attitude.</li> <li>– Openly communicates and resolves issues through helping not</li> </ul>
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	<ul style="list-style-type: none"><li>– blaming others.</li><li>– Treats others with respect and civility, building trust to bring out the best in people.</li><li>– Takes responsibility for their own actions and work; committing to doing their best every time and playing a part in achieving GC's vision.</li><li>–</li></ul>
<b>Job Circumstances</b>	<ul style="list-style-type: none"><li>– Able to travel between college sites (if required)</li><li>– Undertake any training required for the role</li><li>– Hold an Enhanced DBS check or be willing to undertake a check.</li><li>– This job description outlines the main duties at the time it was written. Tasks may change, but the role's overall nature and responsibility remain the same. These changes are normal and don't justify a change in the post's grading.</li></ul>