

Person Specification

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| Post | TRANSITION OFFICER |  | Dept | LEARNER SUPPORT |
| Grade | Scale 6 |  | Ref No | 079-24 |

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| Education / Training |  | | Criteria Essential (E)  Desirable (D) | Measured By  Interview (I)  Application (AF)  Assessment Ctre (AC)  Presentation (P) |
| Level 3 qualification in health, social care and/or education.  Level 2 maths and English  Qualification, training or experience in supporting learners to access inclusive education.  L5 TLAN Qualification or willingness to work towards. | | | E  E  E  E | AF  AF  AF  AF |
| Relevant Experience | |  | e / d | Measured By |
| Experience of working with students with mental health issues, learning difficulties and/or disabilities within an FE setting.  Experience in liaising with wide ranging partner agencies including schools, parents, carers, health and social care settings.  Experience of managing a large caseload of young people and supporting transitions into an FE settings.  Experience in delivering presentations/training to learners, parents and partner agencies.  Experience of delivering initial assessments to learners across all FE levels of learning.  Knowledge of FE funding frameworks relating to learners with high cost support needs and associated provider obligations.  Ability to identify needs and design initial support plans for learners who experience a diverse range of disabilities, learning barriers or enduring mental health needs.  Knowledge of the SEN Code of Practice and the implications of this Act for FE providers. | | | E  E    E    D    D  D  E    D | AF/I  AF/I  AF/I    AF/I  AF/I  AF/I  AF/I    AF/I |
| Relevant Knowledge/ Skills & Aptitudes | |  | e / d | Measured By |
| Knowledge of curriculum qualification levels within further education.  To be able to relate to students of a wide age and ability range.  Effective customer service skills in a range of contexts (customer facing, via email, telephone and in composing written responses to internal and external partners).  Ability to use own initiative to manage a caseload of high need learners and to respond to a range of daily issues relating to their 1:1 support needs and wider prevailing circumstances.  Understanding of the wider support mechanisms in place to support learners within FE to fully achieve their goals.  Ability to write baseline professional reports for learners with high support needs and complete related funding applications to meet the costs of individual learner support. | | | E  E  E  E  E  E | AF/I  AF/I  AF/I  AF/I  AF/I  AF/I |
| Special Requirements | |  | e / d | Measured By |
| Self-motivating with the ability to work to tight deadlines.  Excellent team player.  Effective time management and ability to organise daily meetings with a range of partners and parents.  Flexibility and willingness to regularly travel offsite to link with a wide range of partner schools and agencies.  Excellent administrative skills with the ability to use the full Microsoft Office toolset and to organise an electronic diary.  Committed to the principles of valuing diversity and equal opportunities.  Bolton College is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all its staff and volunteers to share this commitment. | | | E  E  E  E  E  E  E | AF/I  AF/I  AF/I  AF/I  AF/I  AF/I  AF/I |