

Job Description

Job Title:	ADDITIONAL LEARNING SUPPORT MANAGER (ALSM) and Deputy Designated Safeguarding Lead (DDSL)
Salary:	Expected to be in the region of £29,000 - £32,000 per annum , subject to final approval and confirmation of funding.
Hours:	Full time
Contract Type:	Permanent
Responsible to:	Head of College
Job location:	Greenbank College, Greenbank Lane, Liverpool L17 1AG Note: Employees are required to be flexible in their approach to working location and may need to work from other sites.
Direct Reports:	Learning Support Lead, Learning support workers, Health Care Lead and health care workers.

Job Purpose

The Additional Learning Support Manager (ALSM) is responsible for the strategic leadership, management and continuous development of the College's Additional Learning Support (ALS) service, ensuring learners with additional learning needs receive high-quality, inclusive and effective support that enables them to participate fully in college life and achieve positive outcomes.

Working closely with the Head of College, curriculum teams, Learning Support Lead (LSL), Health and Personal Care Lead (HPCL), Local Authorities and external agencies, the postholder will ensure that statutory responsibilities relating to SEND, Education, Health and Care Plans (EHCPs), High Needs Funding, safeguarding and examination access arrangements are delivered effectively.

The Learning Support Manager will provide leadership for the Learning Support department, ensuring services are effectively planned, resourced, monitored and continuously improved.

The Learning Support Manager will ensure as Deputy Designated Safeguarding Lead (DDSL), that the college is a safe place to study and learn and that learners receive coordinated support that promotes achievement, wellbeing, independence and successful progression.

Key Responsibilities

1. Strategic Leadership of Additional Learning Support

- Lead and develop the College's Additional Learning Support service, ensuring it reflects the College's strategic priorities and statutory responsibilities.
- Develop and implement an inclusive support strategy that enables learners with additional needs to access, participate in and succeed in education.
- Promote a culture of continuous improvement, innovation and learner-centred practice across the department.
- Ensure ALS services meet the needs of learners, employers, Local Authorities and the wider community.
- Advise senior leaders on SEND developments, inclusion, learner needs and service performance.
- Promote collaborative working across curriculum and support services to improve learner outcomes.

2. SEND, EHCPs and Learner Support

- Lead the College's SEND processes, including consultations, assessment, transition and support planning.
- Oversee the completion, implementation and annual review of Education, Health and Care Plans (EHCPs).
- Lead High Needs Funding applications and negotiate funding with Local Authorities.
- Act as the principal point of contact for Local Authorities regarding EHCPs, funding, audits and statutory compliance.
- Ensure examination access arrangements are identified, evidenced and implemented within required timescales.
- Monitor learner progress, achievement, attendance, retention and progression to ensure effective support is in place.
- Ensure learners receive coordinated support that promotes independence, wellbeing and successful outcomes.

3. Leadership and Operational Management

- Provide leadership and line management for the Learning Support Lead and Health and Personal Care Lead.
- Oversee the effective deployment of Learning Support Assistants and Health & Personal Care staff to meet learner needs.

- Lead recruitment, induction, supervision, appraisal, performance management and professional development across the department.
- Allocate staffing resources effectively, ensuring appropriate timetables, rotas and cover arrangements are maintained.
- Monitor the quality of learner support through observations, supervision and quality assurance activities.
- Set and review departmental objectives and performance targets.
- Promote effective communication, collaboration and professional practice throughout the Learning Support department.

4. Safeguarding, Partnerships and Transition

- Act as Deputy Designated Safeguarding Lead (DDSL), supporting the Designated Safeguarding Lead in fulfilling statutory safeguarding responsibilities.
- Lead operational safeguarding processes across the College, including liaison with external safeguarding agencies and attendance at multi-agency meetings where required.
- Support the implementation of the Prevent Duty and wider safeguarding responsibilities across the College including CPD.
- Develop effective partnerships with Local Authorities, health professionals, social care services and commissioned providers.
- Lead transition arrangements for learners with additional needs from application through to progression.
- Ensure coordinated communication with learners, parents, carers and external professionals.

5. Quality Assurance, Compliance and Continuous Improvement

- Ensure all Additional Learning Support services comply with College policies, statutory guidance and the SEND Code of Practice.
- Monitor and evaluate the effectiveness and quality of the learner journey, including admission, transition, learner reviews, achievement and progression.
- Analyse learner performance data to inform service improvement and strategic planning.
- Produce reports and management information for senior leaders, trustees and external agencies.

- Lead departmental self-assessment, quality improvement planning and inspection readiness.
- Promote innovative and evidence-informed approaches that improve learner outcomes and service delivery.
- Ensure accurate learner, funding and compliance records are maintained and meet audit requirements.

General Responsibilities

The postholder will:

- Promote equality, diversity and inclusion throughout the College.
- Actively safeguard and promote the welfare of children, young people and vulnerable adults.
- Participate in safeguarding procedures, Prevent responsibilities and mandatory training.
- Promote a positive culture of health, safety and wellbeing.
- Attend leadership meetings, training and professional development activities.
- Participate in College appraisal, quality assurance and self-assessment processes.
- Act as Safeguarding Duty Manager in accordance with the College rota.
- Undertake other duties appropriate to the grade and nature of the post as reasonably required by the Head of College.

Leadership Expectations

The Learning Support Manager will:

- Demonstrate visible, inclusive and values-led leadership.
- Provide strategic direction for the Additional Learning Support service.
- Develop a high-performing team committed to outstanding learner outcomes.
- Promote collaborative working across curriculum, support services and external partners.
- Champion innovation, continuous improvement and evidence-informed practice.
- Ensure effective deployment of resources to maximise learner achievement and value for money.
- Lead through coaching, empowerment and accountability.

- Promote independence, inclusion and equality of opportunity for every learner.

Relationships

The Learning Support Manager will work closely with:

- Head of College
- Learning Support Lead
- Health and Personal Care Lead
- Curriculum Managers and teaching staff
- Skills, Achievement and Progression Tutors
- Exams and Quality teams
- Local Authorities
- Health and Social Care professionals
- Parents, carers and external agencies
- Trustees and senior leaders

Review Statement

This job description outlines the principal responsibilities of the post at the time of issue. It is not intended to be exhaustive and may be amended periodically to reflect the changing needs of the College. Any significant changes will be discussed with the postholder.

PERSON SPECIFICATION

Attributes	Essential	Desirable
Values and Behaviours		
Valuing our people by ensuring our staff and learners reach their full potential.	✓	
Taking ownership by setting high expectations and standards and striving to achieve excellence in all that we do.	✓	
Being open and honest and demonstrating a professional attitude at all times.	✓	
Qualifications		
Relevant degree or equivalent qualification in a subject relevant to the provision	✓	
Hold a Specialist Assessor in Assessing for Access Arrangements – Level 7 or willingness to achieve this	✓	
A recognised teaching qualification (or willing to train for this and achieve within 2 years)	✓	
Post Graduate Management qualification or significant CPD in management development		✓
Experience		
Detailed knowledge of the FE systems, particularly related to the SEND code of practice and funding methodologies	✓	
Relevant experience in creating quality systems to ensure stakeholder satisfaction	✓	
Of being a designated or deputy safeguarding lead	✓	
Good understanding of the current Government and national priorities for the FE sector and how this should be applied to the development of Learning Support	✓	
Experience of developing, leading and/or managing ALS and SEND provision in the post 16 sector and how these can enhance learner outcomes	✓	
Good understanding of learner and customer needs and a successful track record of developing key strategies to deliver a high quality service in all or some of the specialist areas of this post	✓	
Experience of successfully managing changes to ALS support in response to curriculum design and delivery changes	✓	
Proven experience of working with multiple external agencies including schools and SENCOs	✓	
Experience of Ofsted Inspection Framework	✓	
Experience of Managing, allocating and accounting for budgets	✓	
Working with young people with SEND and complex needs		✓
Experience of setting stretching performance objectives for self and the team; monitoring progress towards targets and tenaciously working to meet or exceed those targets	✓	
Skills, knowledge and Competencies		
Excellent leadership and management skills	✓	
The ability to inspire, enthuse and motivate staff, employers and learners in the workplace	✓	
A can-do and creative approach to problem solving	✓	
The ability to translate strategic aims into effective operational plans that's drive high quality outcomes for learners	✓	
The ability to set and achieve demanding performance targets and to effectively manage any identified underperformance	✓	
Knowledge of legislation relating to health and safety in an education setting	✓	

Able to manage time effectively and prioritise work to achieve targets and deadlines	✓	
Excellent communication and interpersonal skills with an ability to be clear, to engage people and achieve buy-in.	✓	
Ability to lead major change and development as demonstrated by performance in previous positions	✓	
Comprehensive knowledge of classroom management issues around social and personal development factors and learning difficulties and disabilities	✓	
Self-confidence and the ability to challenge performance tenaciously and positively influence operational performance	✓	
Demonstrable commitment to safeguarding and the welfare of young and vulnerable people	✓	
An understanding of current and future developments in post 16 education and training	✓	
The ability to translate strategic aims into effective operational plans that's drive high quality outcomes for learners	✓	
The ability to set and achieve demanding performance targets and to effectively manage any identified underperformance	✓	
Is committed listening to others and striving for continuous improvement	✓	
Is self-motivating and enthusiastic	✓	
Ability to work flexibly, outside normal working hours. Willingness to travel on college business	✓	
Trained in safer Recruitment and excellent awareness and understanding of keeping children safe in Education	✓	