

## REGISTER OF STUDENT SUPPORT PROVIDERS

The College Of Agriculture, Food and Rural Enterprise (CAFRE) welcomes Expressions of Interest to create a Register of Support staff for the following positions across its three campuses.

Role	Rate of pay (per hour)
Dyslexia Tutor	£30/hr
Autistic Spectrum Disorder (ASD) Tutor	£25/hr
Mental Health Tutor	£25/hr
Specialist Campus Assistant	£15/hr
Note taker/Reader/Scribe	£12/hr
Exam Invigilators	£9/hr

Support Providers operate on a freelance basis, and are only required during the academic year. CAFRE is under no obligation to provide any guarantee of work. Support staff are responsible for their own tax returns and on appointment must provide evidence that they are registered with HMRC.

### Child Protection

Under the provision of the Safeguarding Vulnerable Groups (NI) order 20017, these posts are deemed to be regulated activities and applicants will be required to produce an access NI clearance certificate.

Further information about these positions including, Expression of Interest forms, role descriptions and person specifications are available in this document. More than one position can be applied for. Expression of Interest Forms can be obtained and returned electronically by contacting the following email address [greenmountcampus.reception@daera-ni.gov.uk](mailto:greenmountcampus.reception@daera-ni.gov.uk) Please put Student Support Provider in the title box. Hard copies will also be accepted.

**The deadline for receipt of completed Expressions of Interest Forms is: 4pm on Thursday 24 August 2017.**

## DYSLEXIA TUTOR

Role purpose: to provide one-to-one specialist support to students with dyslexia, dyspraxia or dyscalculia.

Main duties: To support students to develop learning strategies to assist them in overcoming difficulties encountered as a result of dyslexia, dyspraxia or dyscalculia which may include some or all of the following:

- literacy skills including spelling, grammar, comprehension and reading techniques
- computational and basic mathematical skills
- time management skills
- study skills techniques; including note taking techniques, assignment planning, research skills, proof reading and revision techniques

To work with the student to identify and help overcome specific difficulties, but not to provide subject specific tuition

To provide confidential support to students, on a one to one basis at an agreed location and time.

To adhere to the Code of Conduct as required by CAFRE

To complete and return all paperwork in a timely and accurate manner.

**Please Note: All those listed on the CAFRE register of Student Support Providers will be required to undertake training in Mental Health Awareness and Child Protection.**

## **Personnel Specification**

<b>Educational and Professional Qualifications</b>	Essential	Educated to Degree level or above. GCSE or equivalent qualifications at grade C or above in English and Maths. A recognised qualification in supporting learners with specific learning difficulties.
<b>Previous Experience/training</b>	Essential	Experience of one-to-one tuition with adults with specific learning difficulties.
	Desirable	Experience of tutoring in a college environment.
<b>Role Related Achievements</b>	Essential	Tutoring literacy, comprehension and study skills techniques.
<b>Inter-personal Skills</b>	Essential	Good verbal and written communication skills. Awareness of confidentiality. Good interpersonal skills.
<b>Special Factors</b>	Desirable	Flexibility over working hours.

## **AUTISTIC SPECTRUM DISORDER TUTOR**

### **Role purpose:**

To provide one-to-one specialist study support to students with Autistic Spectrum Disorder (ASD).

### **Main duties:**

- To help students develop learning strategies to assist them in overcoming the difficulties associated with Autistic Spectrum Disorder (ASD). This may include coaching in some or all of the following areas:
  - motivation and goal setting
  - strategies for effective time management
  - organisational skills
  - study and exam preparation skills
  - stress or anxiety management
  - social interaction
  
- To work with the student to identify and help them overcome specific difficulties but not to provide subject-specific tuition
  
- To provide confidential support to students on a one-to-one basis in a neutral, public space
  
- To make any necessary reasonable adjustments to ensure support is delivered in an accessible manner
  
- To adhere to the Codes of Conduct as required by CAFRE.
  
- To complete and return all relevant paperwork for each support relationship in a timely and accurate manner.

**Please Note: All those listed on the CAFRE register of Student Support Providers will be required to undertake training in Mental Health Awareness and Child Protection.**

## AUTISTIC SPECTRUM DISORDER TUTOR

### Personnel Specification

<b>Educational and Professional Qualifications</b>	Essential	Educated to degree level or equivalent.
	Desirable	Teaching qualification PG qualification in ASD
<b>Previous Experience/training</b>	Essential	Experience of undertaking study skills tuition, preferably but not necessarily at FE/HE level;  Professional or voluntary experience of working with adults and/or children with Autistic Spectrum Disorder.
	Desirable	NAS (National Autistic Society) training
<b>Role Related Achievements</b>	Essential	Good organisational skills.
	Desirable	Ability to devise creative problem-solving strategies.
<b>Inter-personal Skills</b>	Essential	Excellent communication skills, both oral and written;  Awareness of confidentiality;  Good interpersonal skills.
<b>Special Factors</b>	Desirable	Flexibility over working hours.

## MENTAL HEALTH TUTOR

### Role purpose:

To provide one-to-one study support to students with mental health difficulties.

### Main duties:

- To help students to develop learning strategies to assist them in overcoming difficulties associated with mental health. This may include coaching in some or all of the following areas:
  - motivation and goal setting
  - strategies for effective time management
  - organisational skills
  - study and exam preparation skills
  - study-related stress or anxiety management
- To work with the student to identify and help overcome specific difficulties but not to provide subject-specific tuition
- To provide confidential support to students on a one-to-one basis in a neutral, public space
- To make any necessary reasonable adjustments to ensure support is delivered in an accessible manner
- To adhere to the Codes of Conduct as issued by CAFRE
- To complete and return all relevant paperwork for each support relationship in a timely and accurate manner.

**Please Note: All those listed on the CAFRE register of Student Support Providers will be required to undertake training in Mental Health Awareness and Child Protection.**

## MENTAL HEALTH TUTOR

### Personnel Specification

Educational and Professional Qualifications	Essential	Educated to degree level or equivalent
Previous Experience/ training	Essential	Experience of undertaking study skills tuition, preferably, but not necessarily, at FE/HE level; Professional or voluntary experience of working with adults and/or children with mental health difficulties
	Desirable	Professional body membership eg: <b>BPS</b> - British Psychological Society ( <u>and</u> a PG qualification in psychology or mental health) <b>NISCC</b> – NI Social Care Council <b>GMC</b> – General Medical Council <b>NMC</b> – Nursing & Midwifery Council <b>UMHAN</b> – University of Mental Health Advisors Network <b>BACP</b> – British Association for Counselling & Psychotherapy <b>UKCP</b> – UK Council for Psychotherapy <b>IACP</b> – Irish Association for Counselling & Psychotherapy <b>COSCA</b> – Counselling & Psychotherapy Scotland <b>FDAP</b> – Federation of Drug & Alcohol Professionals <b>BABCP</b> – British Association for Behavioural & Cognitive Psychotherapies <b>Association of Child Psychotherapists</b> <i>or similar</i>
Role Related Achievements	Essential	Good organisational skills
	Desirable	Ability to devise creative problem-solving strategies
Special Factors	Essential	Acute awareness of boundary issues
	Desirable	Flexibility over working hours

## **SPECIALIST CAMPUS ASSISTANT**

### **Role purpose:**

To assist students with disabilities with practical issues around campus orientation, accessing College facilities and with the provision of certain specialist support depending on the student's support needs, course requirements, subject background etc.

### **Main duties:**

- To adhere to health and safety procedures
- To make any necessary reasonable adjustments to ensure support is delivered in an accessible manner
- To adhere to the Code of Conduct as issued by CAFRE
- To complete and return all relevant paperwork for each support relationship in a timely and accurate manner.

**General Duties:** To assist the student access campus facilities as required. Duties may include opening doors, carrying bags, helping with canteen facilities and orientation around campus.

**Specialist Duties:** In addition to the above and subsumed within the role, a Specialist Campus Assistant may also be required to provide support in other roles (Note Taker, Library Assistant etc) along with certain specialist tasks. For example, specialist tasks may include supporting the student gain access to all the practical aspects of their course such as farms, equine yards, science laboratories, food kitchens and workshops.

In a laboratory, workshop or scenario, a Specialist Campus Assistant might:

- Provide specialist assistance to students with visual, mobility or manual dexterity difficulties.
- Provide specialist practical support with equipment and with PC operations.
- In scientific laboratories, provide help with specialist equipment set up / use and the undertaking of experiments. May also include reading instructions, recording experiment results and taking notes.

**Please note:** The overall aim of Specialist Campus Assistance is to give students control, choice and flexibility to allow full participation in course activities.

As each Specialist Campus Assistant role will be determined by both the student's individual needs and the particular requirements of that student's programme of study, the key duties of Specialist Campus Assistants will vary from student to student.

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## **SPECIALIST CAMPUS ASSISTANT**

### **Personnel Specification**

<b>Educational and Professional Qualifications</b>	Essential	Educated to A'level standard or equivalent eg BTEch, HND, Irish Leaving Certificates, Scottish Highers, Foundation Certificate
<b>Previous Experience/training</b>	Essential	Experience of providing assistance to physically or mentally disabled people including those with learning difficulties; Specialist skills or experience of the specialist task as required.
	Desirable	Experience of a university / further education environment.
<b>Role Related Achievements</b>	Essential	Good orientation skills; Ability to carry out the specialist task(s).
	Desirable	Awareness of health and safety issues.
<b>Inter-personal Skills</b>	Essential	Good communication skills; Awareness of confidentiality; Good interpersonal skills.
<b>Special Factors</b>	Desirable	Flexibility over working hours

### **NOTETAKERS**

Role purpose:	To take and produce notes on behalf of disabled students
Main duties:	To agree the required content and format of notes with the student
	To attend classes and take notes as requested
	To produce accurate, clear, accessible and appropriately detailed notes for students in the required format.
	To provide confidential support to disabled students, on a one to one basis in a location as agreed with the student
	To complete and return all relevant paperwork in a timely and accurate manner.

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## Personnel Specification

Educational and Professional Qualifications	Essential	Educated to level 3 or above  GCSE English and Maths at Grade C or above or Equivalent.
	Desirable	Knowledge of technical language of the subject  Experience of working with disabled people  Knowledge of the subject area
Role Related Achievements	Essential	Accurate note taking skills
	Desirable	Good word processing skills and or word processing qualifications
Inter-personal Skills	Essential	Excellent written communication skills
		Awareness of confidentiality
		Good interpersonal skills
Special Factors	Desirable	Flexibility over working hours

## EXAM SCRIBE & READER

### Role purpose:

To scribe a candidate's answers and read, as often as requested, the exam paper instructions, questions, any accompanying material and/or any part of the student's written answers.

### Main duties:

- Agree in advance the most effective method of working together and have a practice session(s) if requested by the student
- Meet with the student 20 – 30 minutes before the start of the examination;
- Produce accurate, hand written, verbatim transcriptions of answers dictated by the student in a handwritten format;
- Make amendments as dictated by the student;
- Read accurately, without explaining or clarifying any words or terms;
- Read in a clear, articulate voice and at a normal pace i.e. not too fast/slow;
- Identify which visual materials relate to which questions and explain this to the student;
- Read the words on diagrams, maps etc;
- On request, spell words in the questions but not in the answers produced by the student unless he/she is dyslexic;
- Only read what the student asks you to read and only read when the student asks you to;
- Repeat the instructions given on the question paper only when specifically requested to do so by the student;
- Be familiar with the subject and terminology where the exams involve foreign languages or scientific/mathematical/technical subjects;
- Work within examination conditions, following instruction from examination invigilators and not providing the student with any help relating to the content or structure of the examination answers;
- Make any necessary reasonable adjustments to ensure support is delivered in an accessible manner;
- Adhere to the Code of Conduct as issued by CAFRE
- Complete and return all relevant paperwork for each support relationship in a timely and accurate manner.

Exam Scribe & Readers working with students with **visual impairments** should:

- Read, as often as requested, the questions and the answers already recorded;
- If asked, give information regarding the amount of time elapsed and time remaining;
- Help a student using tactile maps, diagrams, graphs and tables to obtain information readily available to sighted students;
- Give the spelling of a word only if requested.

**An Exam Scribe & Reader must not:**

- Elaborate or explain any words, terminology or other aspects of the questions;
- Interpret or discuss the questions or the student's answers;
- Act as a proof reader;
- Offer any factual assistance or suggestions;
- Advise the student about which questions to attempt, when to move on to the next question or the order in which questions should be completed;
- Make any comments about the questions or use any intonation to emphasise any parts of the questions;
- Read any section of the paper if not requested to do so;
- Discuss anything with the student unless it relates to re-reading parts of the exam paper;
- Refuse to read anything over again if asked.

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## EXAM SCRIBE & READER

### Personnel Specification

<b>Educational and Professional Qualifications</b>	Essential	Educated to degree level
<b>Previous Experience/training</b>	Essential	Previous note taking experience.
	Desirable	Knowledge of the subject area; Experience of working with disabled people; Previous experience of scribing during examinations.
<b>Job Related Achievements</b>	Essential	Able to scribe accurately; Able to write quickly and legibly.
<b>Inter-personal Skills</b>	Essential	Excellent written communication skills; Awareness of confidentiality; Good interpersonal skills.
<b>Special Factors</b>	Desirable	Flexibility over working hours.

## **EXAM INVIGILATOR**

### **Role purpose**

**To provide support to the examination process.**

### **Specific Duties:**

**To support the Lead Invigilators with the day-to-day operation of examination venues.**

### **This activity may include:**

- assisting with setting-up examination venues by laying out stationery, equipment and examination papers in accordance with strict procedures;
- ensuring that candidates do not talk once inside examination venues;
- invigilating during examinations, dealing with queries raised by candidates and dealing with examination irregularities in accordance with strict procedures;
- checking attendance during examinations;
- recording details of late arrivals and early leavers and collecting scripts from early leavers;
- escorting candidates from venues during the examinations as required, and supervising candidates whilst outside examination venues;
- collecting and collating scripts at the end of the examination in accordance with strict procedures;
- assisting with the preparation of script envelopes;
- supervising candidates leaving examination venues, ensuring that candidates do not remove equipment or stationery from the venue without authorisation and ensuring that candidates leave venues in an orderly and quiet manner.

### **PERSONNEL SPECIFICATION**

- Experience of working or studying in higher education environment desirable
- An understanding of examination processes desirable
- Effective oral/written communication skills essential
- Numeracy essential
- Accuracy and attention to detail essential
- Flexible approach to work essential
- Ability to relate to academic staff and students essential
- Ability to work under pressure and to tight deadlines essential

**Normal working hours will be between 9.00 am and 6.00 pm. It may be necessary to work out of normal working hours.**