



Candidate

Briefing Pack

Support Registers – Temporary

**Specialist Dyslexia Support Tutor –
Academic (Register)**

(Ref: 2018/054A)

Student Support Mentor (Register)

(Ref: 2018/055A)

Student Support Note-taker (Register)

(Ref: 2018/056A)

Learning Support Assistant (Register)

(Ref: 2018/057A)

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About this Candidate Brief

This Candidate Briefing provides you with important information about the College, our needs, the process that will be used and how to apply.

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About Belfast Met

Belfast Met is the largest Further and Higher Education College in Northern Ireland and one of only 30 to join the influential 157 Group – a consortium of the UK’s leading FE Colleges and a member of the global community college association RC2020. Founded in 1906, as the Belfast Municipal Technical Institute, we have been making a contribution to the economic and enterprise development of the City for over 100 years.

Belfast Met is the largest and longest established further and higher education college in Northern Ireland. We offer a broad range of innovative, high quality, economically relevant provision.

Our modern, award-winning estate spans the length and breadth of the city of Belfast and comprises four main campuses – Titanic Quarter, Millfield, Springvale and Castlereagh – as well as a range of smaller outreach centres, including the new community hub at Girdwood.

We attract over 37,000 enrolments per year and continually adapt and develop our curriculum to keep pace with shifting economic and skills demands. In addition to equipping the city of Belfast and beyond with the skills for work, we are also a £60 million business in our own right. We provide employment to over 1,000 people and procure around £7 million of goods and services per year.

In Numbers

● **£60 million
annual
turnover**

● **500 employers and
100 community
organisations**

● **20,000
learners**

● **37,000
annual
enrolments**

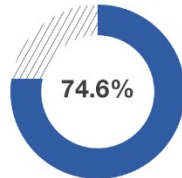
● **£7 million
of goods &
services**

● **£40 million into
the economy
in salaries and
wages**

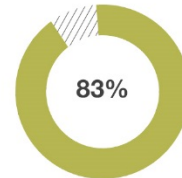
Key Achievements

Highlights over the period of our last Corporate Plan 2013-16 included:

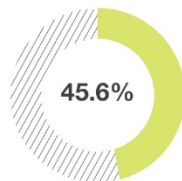
1. Raising our success rate in all substantive qualifications to 74.6% from 72%.



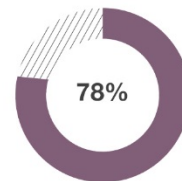
5. Ensuring that 83% of stakeholders now confirm they have a favourable opinion of the College.



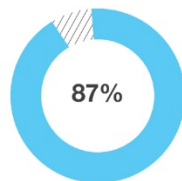
2. Increasing the proportion of learners in employment six months after completing their qualification at Belfast Met by 5%, from 40.6% to 45.6%.



6. Increasing the number of staff who are proud to work for Belfast Met from 69% to 78%.



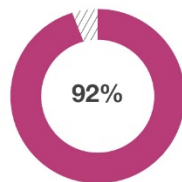
3. Improving our provision of a safe, secure, supportive learning environment by 4%, from 83% to 87%.



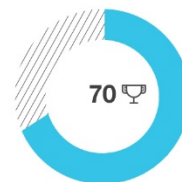
7. Securing more than £50 million in non-FLU (Funded Learning Unit) income.



4. Growing the number of learners recommending Belfast Met to others from 90% to 92%.

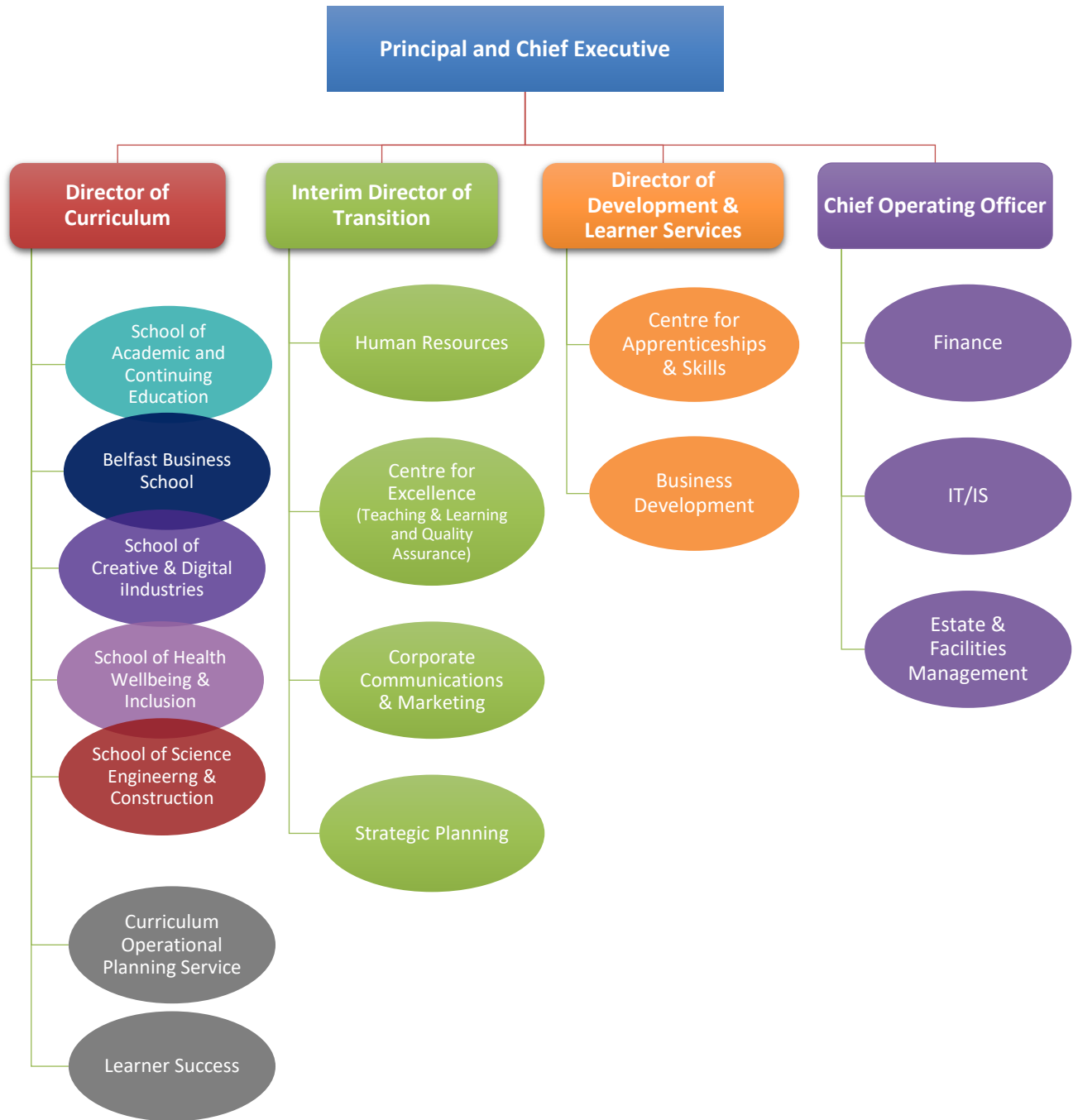


8. Obtaining in excess of 70 Skills Awards and student and staff achievements.



Organisational Structure

The College's goal is to be an excellent organisation and a great place to work for all its people. A core part of this is what we as a College offer to our employees.



About the Centre for Inclusive Learning and Development (CIL-D)

The main role of the Inclusive Learning Service is to assess additional support needs for students with disabilities, learning difficulties and long term medical conditions. The centre provides pre entry, on-course and exit advice for students who have additional support needs, how this support may be funded and how to apply for such support. The service provides a training resource for curriculum staff on disability issues and has a dedicated area on the College Staff Intranet. In addition, the College is SENDO compliant and CIL-D ensures that students at the Met receive support which reflects current legislative requirements and the College's policy regarding disability and inclusion.

Students at the Met are encouraged to disclose their disabilities at the time of enrolment so that learning support needs can be assessed and curriculum and/or examination recommendations are disseminated to the relevant course lecturers/teams. Further support is also considered including Specialist Dyslexia Support, Mentoring as well as practical measures such as the use of a lap top computer, a livescribe pen or enabling technology software.

Currently, the centre supports over 600 College students with a range of curriculum support resources.

Established Inclusive Learning Support Presence

An Inclusive Learning Support presence has been established and embedded within College life across the different College campus locations. Inclusive Learning /Disability Support centres are currently operational full time on the two main sites: Millfield and Titanic, with regular outreach service provided at other campuses. The centre works with students from all curricular areas, all modes of attendance and across all Belfast Met sites, including sites used as part of the community outreach programme. Direct support provision is administered as per the timetabling needs of the students.

The Range of Support Provided

The range of support provided includes non-medical helpers e.g. note takers, learning mentors & BSL sign language interpreters, equipment and assistive technology e.g. ergonomic furniture, assistive screen reader software and radio aids. In the provision of this support the team employ excellent resources including enabling technology and training in texthelp, livescribe pen and mindmapping software. There is also the provision to access assistive technologies in the classroom to enhance learning e.g.: specialist software, digital Dictaphones, laptop computers, portable magnification devices and radio aids.

Dyslexia Support Provision

The centre has a Specialist Tutor, qualified to make assessments for students requiring support for dyslexia. Having this in-house resource allows the college to have a more efficient streamlined and student-centered focus for dyslexia assessments. Belfast Met is the only college in NI to dedicate this type of specialist support and assessment. The Specialist Tutor works alongside the college's resident Educational Psychologist to ensure quality of service, support and assessment.

Our Requirements

The **Centre for Supported Learning (discrete provision)** and the **Centre for Inclusive Learning at Belfast Metropolitan College** provide additional classroom and personal support to meet the additional support needs of our students with disabilities, learning difficulties and long term medical conditions.

In preparation for the next academic year, the College is seeking suitably qualified and experienced staff to support our students in the following roles:

Specialist Dyslexia Support Tutor - Academic (Register)

Ref: 2018/054A

To assess and support students with specific learning difficulties (e.g. dyslexia) to access and progress within Further Education.

Rate of pay: Salary for Lecturing Posts: £22,609 - £32,778 (pro rata)

Student Support Mentors (Register)

Ref: 2018/055A

To guide and support learners with additional support needs in the organisation of their College work, through devised strategies that will assist them in completing and achieving their chosen qualification. Enabling learners to develop skills to study, complete research, assignments and course work.

Rate of pay: £12.47 per hour

Student Support Note-taker (Register)

Ref: 2018/056A

To act as an educational note-taker to produce notes on behalf of students with disabilities who are studying a range of courses at Belfast Met.

Rate of pay: £9.63 per hour

Learning Support Assistant (Register)

Ref: 2018/057A

To provide support to students with learning difficulties and disabilities across the College.

Rate of pay: £8.94 per hour

All positions will be engaged on a temporary ad-hoc basis, under Agreement for Services provision.

If you were previously appointed to the 2017/18 CILD Register and were not offered work in that academic year, then you **will not** be required to re-apply to the register for the current academic year 2018/19 but will be eligible to work.

Assignment Specification: Specialist Dyslexia Support Tutor – Academic (Register)

Title of Post:	Specialist Dyslexia Support Tutor Register – Academic (Register)
Location:	The post holder may be required to work in any of the College’s buildings as necessary
Salary/Grade:	<p>Lecturer’s Salary Scale (Pro rata) - Lecturer Salary Scale points 1-5 - £22,609 (point 1 – minimum point), £25,996 (point 2), £28,174 (point 3), £30,515 (point 4), £32,778 (point 5, maximum point) (Plus £2,612 Threshold and £1,358 Deane payment if applicable)</p> <p>Placement on the salary scale at appointment is normally to the minimum point, with incremental credit awarded for holders of an approved university degree with honours at 2:1 level, or higher (1 increment), and holders of a teaching qualification recognised for teaching in the Northern Ireland Further Education (FE) sector (1 increment). Due to the difficulties in recruiting in this area the salary may be negotiable within these pay points.</p> <p>Option to join the Northern Ireland Teacher’s Pension Scheme which, in addition to your contribution, offer an Employer Contribution rate which is currently 17.7% of your salary.</p>
Terms and Conditions:	Academic
Duration:	Temporary as and when required during the academic years 2018/19
Hours:	Variable, depending on the needs of the student(s) Register
Reporting to:	Head of Student Support through Inclusive Learning Centre Manager
Responsible for:	The post holder has no supervisory responsibility
Purpose of the Service:	To assess and support students with specific learning difficulties (dyslexia) and/or students with learning difficulties to access and progress within Further Education

SERVICE PROVISION

Pre-entry

To advise prospective students of Belfast Metropolitan College of the support available within the Centre for Inclusive Learning , in particular students with special learning difficulties (dyslexia) and/or learning difficulties

- To identify the support requirements of students with specific learning difficulties (dyslexia) and/or learning difficulties
- To carry out confidential screening of students with specific learning difficulties (dyslexia) and/or learning difficulties
- To liaise with all relevant academic and support personnel to ensure the implementation of a coherent student-centred support programme at point of entry

Learning

- To support students with specific learning difficulties (dyslexia) and/or learning difficulties by the inauguration and delivery of an appropriate teaching/support strategy
- To advise and support students with specific learning difficulties (dyslexia) and/or learning difficulties on the integration of ICT based support technology into their curricular support needs
- To review support strategies for students with specific learning difficulties (dyslexia) and/or learning difficulties once per academic term/semester
- To liaise and co-operate with other College provision and services as they relate to the support needs of the student and development of staff training

Teaching

- To provide appropriate teaching resources using particular reference to ILT and Blackboard in order to support students' educational experience
- To provide feedback to students in relation to retention and on-course progression
- To develop a number of in-house resources in order to support classroom based activity
- To provide regular statistical reports in line with current business practice in relation to the enrolment and progression of students

Assessment

- To be able to select appropriate assessment materials in an informed way and have the ability to interpret results correctly in relation to standardised test scores and overall student performance
- To carry out specialist assessments to determine curriculum support recommendations and/or special examination arrangements within the guidelines of the Joint Council for Qualifications (JCQ)
- To carry out cognitive ability testing as required
- To ensure evidence of assessment is current and where necessary to update a specialist assessment to meet with the requirements of JCQ guidelines
- To provide thorough feedback to students after assessment
- To liaise with the resident Educational Psychologist:
 - Organise case study meetings for advice and clarification

- Implement recommendations contained in all Educational Psychologists' Reports including course support recommendations and special examination arrangements
- To provide samples of Specialist Teacher's Reports for scrutiny by the resident Educational Psychologist to ensure quality of assessments
- To comply with all DfE regulations in accordance with the guidelines for Additional Student Funding (ASF)
- To review students' additional support needs in compliance with DfE guidelines
- To carry out internal and external training in relation to the area of dyslexia

Other Duties

- To be knowledgeable regarding both the theory and practice of assessment of learning difficulties – underlying ability; all aspects of literacy, as well as diagnostic tests
- To regularly update skills, knowledge and developments in appropriate assessments and JCQ regulations with suitable courses
- To maintain the quality of the assessment process and the justification for making curriculum adjustments and/or examination recommendations at all times

- **Further Education is an ever changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work.**
- **Note: No job description can cover every issue that may arise within this post at various times and the post holder is expected to carry out other duties which are broadly consistent with those contained in this document. The job description will be reviewed and varied periodically by Management in the light of the business needs of the College.**

The post is a Regulated Activity Position as defined by the Safeguarding Vulnerable Groups NI Order 2007.

Belfast Metropolitan College is a child-care organisation and complies with the requirements of the Protection of Children and Vulnerable Adults Regulations

SOC 2 – April 2018

Personnel Specification: Specialist Dyslexia Support Tutor – Academic (Register)

Essential	
Qualifications / Experience	<ul style="list-style-type: none"> • Be qualified in accordance with DEL Circular FE01/12 to teach in an Institution of Further Education. (Please refer to the circular, a copy of which is included for your information in this application pack, that outlines the minimum qualifications required to teach in Further Education and demonstrate how you meet this, highlighting relevant qualifications including Degree, Maths and English at GCSE Grade C or higher, or equivalent • Hold a teaching qualification recognised by the Department for Employment and Learning for teaching in further education • Hold a relevant specialist dyslexia qualification in the assessment of students with SpLD (Dyslexia) e.g. OCR L7 Diploma in SpLD including a practising certificate • Recent experience of assessment within post primary setting • Experience of the range of appropriate assessment procedures, tests for post primary students with SpLD
Knowledge	<ul style="list-style-type: none"> • Up-to-date knowledge of JCQ Access Regulations • Demonstrate a knowledge of co-occurring disabilities including for e.g. Mental Health, ADHD and Autism
Competencies	<p>The competencies required for effective performance in the post are:</p> <ul style="list-style-type: none"> • Specialist Knowledge • Planning, Prioritising and Organising • ICT Literacy • Team Working • Relationship Management • Communication and Personal Impact.

Assignment Specification: Student Support Mentor (Register)

Role:	Student Support Mentor (Register)
Location:	The worker may be required to work in any of the College's buildings as necessary.
Duration:	Temporary as and when required during the academic years 2018/19
Hours:	Variable, depending on the needs of the student(s)
Reporting to:	Centre Manager Inclusive Learning
Purpose of Role:	To guide and support learners with additional support needs including students with disabilities, learning difficulties and medical conditions in the organisation of their College work, through devised strategies that will assist them in completing and achieving their chosen qualification. Enable learners to develop skills to study, complete research, assignments and course work.

SERVICE PROVISION

- Responsibility for the mentoring of learners as directed by the Student Support team
- Supervise, support and assist learners to develop independent study skills through the use of equipment, sourcing suitable research materials, explain set work, help solve problems and explore different approaches to learning
- Under the direction of the Student Support team, support students in the organisation/ management of their work to meet course deadlines/course work schedules, etc.
- Be familiar with curriculum programmes and course regulations to ensure best practice
- Maintain an awareness of health and safety at all times and ensure that students are aware of safe practices and procedures
- Regularly update the Student Support team regarding relevant issues
- Use ICT appropriately in maintenance of effective and efficient records
- Attend meetings and assist in the completion of actions stemming from these
- Maintain accurate records of mentoring work and to make these available as requested;
- Preparation of relevant documentation e.g. timesheets and all other administrative duties associated with the role

- Carry out other duties appropriate to the grade and role assigned.

- **Further Education is an ever changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work.**
- **Note: No job description can cover every issue that may arise within this post at various times and the post holder is expected to carry out other duties which are broadly consistent with those contained in this document. The job description will be reviewed and varied periodically by Management in the light of the business needs of the College.**

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SOC 6 - April 2018

Personnel Specification: Student Support Mentor (Register)

Essential	
Qualifications	<ul style="list-style-type: none"> • Hold a minimum of an NVQ Level 3 qualification or equivalent in an appropriate subject (e.g. Education, Care etc.) • Applicants must hold GCSE English Language (Grades A-C) OR Essential skills level 2 or higher in Communication, or equivalent • Applicants must hold GCSE Mathematics (Grades A-C) OR Essential skills Level 2 or higher in Application of Number, OR NICATS Access Maths Modules
Experience/ Knowledge/ Skills	<ul style="list-style-type: none"> • Have a minimum of 6 months experience of working one to one with young people or adults in an educational or supportive environment • Recent experience of one to one support of those with additional needs
Competencies	<p>The competencies required for effective performance in the role are:</p> <ul style="list-style-type: none"> • Relationship Management / Building • Trust • Adaptability / Flexibility • Customer / Service Orientation • Communication and personal Impact
Other	<p>The pay rate for this role will be £12.47 per hour.</p> <p>The role may be based at any of the Colleges locations, and there may a requirement to travel between sites.</p>

Assignment Specification: Student Support Note-Taker (Register)

Role:	Student Support Note-taker
Location:	The Role holder may be required to work in any of the College's buildings as necessary.
Duration:	Temporary as and when required during the academic years 2018/19
Hours:	Variable, depending on the needs of the student(s)
Reporting to:	Centre- Manager Inclusive Learning
Purpose of role:	To act as an educational note-taker to produce notes on behalf of students with disabilities who are studying a range of courses at Belfast Met.

SERVICE PROVISION

The successful candidate will be responsible for any or all of the following duties:

- Produce accurate, clear, accessible and appropriately detailed notes for students in the required format;
- Attend lectures, tutorials and other classes and take notes as requested;
- Prepare for classes using resources available and to engage in appropriate research to familiarise yourself with subjects and/or to identify specialised vocabulary;
- Provide an accurate copy of the notes to students within an agreed time limit, normally 48 hours;
- Make any necessary reasonable adjustments to ensure support is delivered in an accessible manner as directed
- Complete and return all relevant paperwork for each support relationship in a timely and accurate manner.

- **Further Education is an ever changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work.**
- **Note: No job description can cover every issue that may arise within this post at various times and the post holder is expected to carry out other duties which are broadly consistent with those contained in this document. The job description will be reviewed and varied periodically by Management in the light of the business needs of the College.**

The post is a Regulated Activity Position as defined by the Safeguarding Vulnerable Groups NI Order 2007.

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SOC 6 – April 2018

Personnel Specification: Student Support Note-Taker (Register)

Essential	
Qualifications	<ul style="list-style-type: none"> Have a minimum of an NVQ Level 3 qualification or equivalent in a relevant subject Applicants must hold GCSE English Language (Grades A-C) OR Essential skills level 2 or higher in Communication, or equivalent Applicants must hold GCSE Mathematics (Grades A-C) OR Essential skills Level 2 or higher in Application of Number, OR NICATS Access Maths Modules
Experience/ Knowledge/ Skills	<ul style="list-style-type: none"> Have a minimum of six months' note taking experience
Competencies	<p>The competencies required for effective performance in the role are:</p> <ul style="list-style-type: none"> Trust Adaptability / Flexibility Relationship Building Customer Service Orientation Communication and personal Impact
Other	<p>The pay rate for this role is £9.63 per hour.</p> <p>The role may be based at any of the Colleges locations, and there may a requirement to travel between sites.</p>

Assignment Specification: Learning Support Assistant (Register)

Role:	Learning Support Assistant (Register)
Duration:	Temporary as and when required during the academic year 2018/19
Hours:	Variable, depending on the needs of the student(s)
Location:	The worker may be required to work in any of the College's buildings as necessary
Responsible to:	Curriculum Area Manager for Supported Learning and/or Centre Manager for Inclusive Learning
Assignment Purpose:	To provide support to students with learning difficulties and disabilities in the Centre for Supported Learning and/or Inclusive Learning

SERVICE PROVISION:

- Working with students to identify and help overcome specific difficulties, but not to provide subject specific tuition.
- Assisting students in accessing campus facilities including opening doors, carrying bags, orientation around campus, general assistance etc.
- Making any necessary reasonable adjustments to ensure support is delivered in an accessible manner.
- Adhering to Health and Safety procedures including personal fire evacuation plans;
- Providing reports, written and oral, as required including those for internal quality assurance arrangements.
- Ensuring that all documentation and authorisation procedures are adhered to.
- Maintaining accurate records of all class preparation work and to make these available to the Line Manager on request.
- Maintaining appropriate professional conduct.
- Carrying other duties appropriate to the grade and role assigned.

Service Provision for Supported Learning:

- To provide classroom support for students with learning difficulties and disabilities
- To provide for the personal care needs of students with learning difficulties and disabilities
- To provide support to students on work placement
- To provide support on transport to and from College and between sites
- To support tutors in the administration function and daily classroom activities
- To liaise with parents/carers/guardians when directed to do so
- To supervise students in college
- To carry out other duties as and when required

Provision of classroom support for Supported Learning

- To work closely with tutors to prepare resources and materials both electronic and traditional for students

- To assist students in accessing specialist equipment to support their learning where appropriate
- To assist students in the organisation and management of tasks in the classroom within the scope and context of their qualification
- In the absence of a lecturer, to supervise students in the classroom

To provide for the personal care needs of students with learning difficulties and disabilities for Supported Learning

- To assist students with personal care and hygiene
- To supervise students during break and lunch time and ensure all dietary requirements are met
- To ensure that students receive appropriate levels of supervision and attention
- To advise students on personal hygiene issues

Supervision of students in college for Supported Learning

- To supervise students on transport to and from college and between sites
- To supervise students while waiting on transport
- To provide early morning supervision in case of students arriving before class
- To accompany students to the canteen and to other college campuses
- To provide supervision at break and lunchtime to ensure the safety of students

To support tutors in the administration function and daily classroom activities for Supported Learning

- To update and maintain student personal files when required
- To make and respond to telephone enquiries as required
- To update lecturers with relevant information regarding students

To provide support to students on work placement for Supported Learning

- To accompany students to and from work placement as required
- To liaise with work placement supervisors and update tutors regarding progress
- To visit students on work placement when required

- **Further Education is an ever changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work.**
- **Note: No job description can cover every issue that may arise within this post at various times and the post holder is expected to carry out other duties which are broadly consistent with those contained in this document. The job description will be reviewed and varied periodically by Management in the light of the business needs of the College.**

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SOC 4 – April 2018

Personnel Specification: Learning Support Assistant (Register)

Essential	
Qualifications / Experience	<ul style="list-style-type: none"> • English GCSE at Grade C or above, OR Essential Skills level 2 (or higher) in Communication, or equivalent • Maths GCSE at Grade C or above, OR Essential Skills level 2 (or higher) in Numeracy, or equivalent • Have experience of working with young people or adults with mild, moderate or severe learning difficulties, physical disabilities and/or long term medical conditions in an educational, care or training setting • Be competent in the use of a computer to produce worksheets, photographs etc.
Knowledge / Skills	<p>Knowledge of the following areas:</p> <ul style="list-style-type: none"> • A broad knowledge and understanding of adult status and inclusion • Demonstrate sensitivity towards feelings of others especially in personal care situations
Competencies	<p>The competencies required for effective performance in the role are:</p> <ul style="list-style-type: none"> • Adaptability and flexibility • Team Working and Collaboration • Trust • Tenacity and Resilience • Communication and Personal Impact.
Other	<p>The pay rate for this role is £8.94 per hour.</p> <p>The role may be based at any of the Colleges locations, and there may a requirement to travel between sites.</p>

General Information for Candidates

Application Process

Candidates wishing to apply for these roles must do so by using the designated application form. Applications will only be accepted on this approved form and not in any other format. Please note CVs are not accepted.

Candidates are required to fully demonstrate on their application form how they meet the essential criteria for the role they wish to apply in the 'Essential Criteria' section of the application form. Failure to do so will mean that the panel will be unable to shortlist you for interview.

It is the responsibility of all candidates to ensure that completed application forms are received by the HR Department by the closing date and time specified. Any application received after the specified date and time will not be considered in this process. The closing date for applications is **not later than 12.00 noon on Wednesday 25 April 2018**.

Please note: If you have previously applied for this post within the last 6 months and were not successful after interview you will not be eligible to re-apply for the same post.

Shortlisting Process

All completed applications will be assessed by a selection panel against the selection criteria relevant for the role.

Please note that the selection panel can only shortlist based on the information candidates provide on the application form and cannot make any assumptions based on any prior or personal knowledge.

The provisional date for panel shortlisting is **Tuesday, 1 May 2018**. All candidates will be notified as to the outcome of the shortlisting process.

In the event of an excessive number of applications, the College reserves the right to enhance the shortlisting criteria.

Selection Process

Should a shortlisted candidate still wish to progress, they must attend an interview and/or assessment to fully demonstrate how they meet the criteria for the role. The interview will be by competency based assessment. The selection process may also comprise of other assessment methods depending on the role.

Assessments may consist of a range of techniques. These could be: group exercise; simulated exercise; role-play; presentation; psychometric testing; or, written or computer based exercises.

Details of the assessment will not typically be provided to candidates in advance unless the assessment requires advance preparation e.g. seen presentation topic.

Provisional Assessment & Interview Dates

It is anticipated that assessment and interviews will be held as follows:

	Provisional Assessment Date	Provisional Interview Date
Specialist Dyslexia Support Tutor	Wednesday, 16 May 2018	Wednesday, 16 May 2018
Student Support Mentor	Tuesday, 15 May 2018	Tuesday, 15 May 2018
Student Support Note Taker	Friday, 11 May 2018	Tuesday, 22 May 2018
Learning Support Assistant (Band 3)	N/A	Thursday 10 & Friday 11 May 2018

Please note, these dates may be subject to change dependent on panel availability.

Regrettably, we will be unable to reschedule interviews for candidates and if a candidate does not attend for interview, we will then assume that they have withdrawn from the process.

Engagement Process

To be appointed to the College, all candidates that pass the assessment process will be required to go through an AccessNI Enhanced Disclosure Criminal Record Check of which a fee of £33, payable by the candidate. See AccessNI's web site for further information www.accessni.gov.uk

Successful candidates will also be required to complete the following activities:

- Receipt of documentary evidence of qualifications (if applicable);
- Receipt of satisfactory references (see application form), and any gaps in your employment history being satisfactorily explained;
- Presentation of documentation relating to eligibility for employment in the UK;
- Any other requirements which the College deems necessary.

All these checks require to be completed in advance of any engagement for work. Upon satisfactory completion of all of the elements outlined above, candidates be contacted to arrange a date of commencement. Feedback to Candidates

Feedback

Belfast Met is committed to learning and skills development. This ethos permeates through the organisation. In recognition of the Colleges commitments to its learning and skills strategy, unsuccessful applicants will be offered feedback at every stage of the recruitment cycle.

All feedback requests must be made in writing (emails accepted) and will be managed by the HR department only. Feedback will be offered at both shortlisting and interview stage.

All shortlisting will be carried out on the basis of the selection criteria as laid out in the person specification for each role. If shortlisting occurs, candidates will be provided with written feedback only. Applicants who have not been successful at interview stage will be offered verbal feedback.

Feedback requests must be made within 5 working days of the decision being communicated. Any requests made outside this time will not be considered.

Call off from the Register

Upon satisfactory completion of all of the elements outlined, candidates will then be placed on the Inclusive Learning Register for 2017/18. Candidates will be ranked according to scores achieved in the selection process. Candidates may be consulted at any point during the academic year depending on the College's teaching requirements.

Contract

All temporary appointments will be offered under an Agreement for Services, which all parties will be required to sign in advance of commencement of any assignment with the College.

Advice & Guidance on how to complete your Application Form

Before you start

We would recommend that you carefully consider the post by reviewing the Job Description and Personnel Specification (sometimes called Person Spec). These documents tell you about this job and what we are looking for.

Pay close attention to the essential criteria outlined in the Personnel Specification. You must demonstrate how you meet with **all of the Essential Criteria** to be shortlisted, unless otherwise stated.

Belfast Met includes proposed interview and assessment dates/timelines within this Candidate Brief document. The College is unable to change the date of your interview/assessment. Therefore, if you are not available to attend on the specified date you should consider if it is worth your time and effort submitting an application form in the first instance.

Personal details

Please provide accurate contact details, including an email address, telephone and mobile numbers.

Belfast Met conducts most of its communication with candidates via email. It also endeavours to provide candidates with 7 calendar days' notice on the outcome of each selection stage. Whilst postal communication is used it is slower and may delay the amount of time you have to prepare if invited to the next stage of the appointment process.

If you need help to complete Belfast Met's application form please contact a member of the Human Resources Department (Telephone: 02890 265370).

Educational details

Qualifications

You are responsible for giving full details about any qualifications you hold. You must only include details of qualifications which have been conferred (i.e. qualifications for which certificates have been received by the candidate) prior to the **closing date of application**.

To ensure you are considered to teach across a range of qualification levels the College advises candidates to list all qualifications they possess in the Educational Section of the application form.

Belfast Met compares qualification level against the Qualification & Credit Framework/National Qualifications Framework for England and Northern Ireland. This framework allows us to compare accredited qualifications obtained within NI/England, e.g. A-levels and NVQs, for equivalency.

To demonstrate equivalency you must supply as much information as possible to allow the Appointments Panel to make an informed comparison e.g. CSE Maths used a numbered grading system, O Level Maths used letters. For equivalents please ensure you provide information on the level of qualification e.g. for the Irish Leaving Cert ensure you state the level (ordinary or higher) and the grade achieved.

If you acquired your qualification(s) outside of NI or England, please provide as much detail as possible on the examining/awarding body, specific year the qualification was awarded, and any

other pertinent details that you think will aid the Appointments Panel to evaluate the qualification equivalency. It is for the Appointments Panel to determine if your qualification is equivalent.

Please be aware that certificates you possess may state e.g. Microsoft Office Specialist Level 5 certificate – this does not necessarily equate to a QCF/NQF level 5. If in doubt please contact the awarding body.

Membership of professional bodies

If you hold a professional qualification please ensure you include any PIN, Registration or Membership number you hold and the date on which you became registered.

Employment history

List first your current or most recent job and work back from there. Include voluntary work and other experience that you may later rely on for evidence in the application form.

Dates – it is important that all dates given on your form are clear and correct – be specific e.g. 15/07/2015 – 31/03/2016. You should include periods of voluntary work, career breaks and unemployment.

Microsoft Word version of the application form has an “Other information” section that acts as a **continuation sheet** for the **Employment History** section – only information related to employment history should be included here. Other information supplied will not be considered by the Panel.

Essential criteria

This section of the form will be used to determine whether or not you are shortlisted for interview. You must demonstrate in the essential criteria boxes how you satisfy each of the criterion.

The onus is on you, as the applicant, to **fully complete this section**. If you do not, the Appointments Panel may have insufficient information to shortlist you. Belfast Met applies what is referred to as “*the Box rule*”. Only information within a specific criterion box will be considered – if evidence is not in the relevant criterion box, then it cannot be considered.

Information you provide in the **Education and Employment History section** will only be referred to check or clarify dates, length of experience, level or title of a qualification etc. Only information mentioned in a criterion box will be checked.

In demonstrating how you meet the criteria:

- For qualifications:
 - **Be Specific** e.g. if asked if you possess GCSE Maths grade or above or equivalent, state: “GCSE Maths grade B achieved in 1998;”
- For “demonstrate” or “provide demonstrable” experience:
 - You should consider giving *the breadth and depth of your experience*.
 - Tell us about the type of experience you have and the exact length of your experience i.e. days, months, years.
 - **Give specific examples** that illustrate your experience to match the criteria definition
 - Ensure you provide evidence to cover the full definition – consider using the same terminology to that used in the criteria definition.

It is not sufficient to make simple statements such as “Yes” or “Yes I meet this criterion.

It is not sufficient to refer the Appointments Panel to another section of the application form “see qualification section” or “as mentioned previously [in another criterion box].”

The Appointments Panel **will not make assumptions** based on the information provided – you must **be explicit** in your description of your qualifications, skills and experiences. No prior knowledge of candidates will be considered. Shortlisting will be based only on the specific information provided on the application form.

Please note: *if a high volume of applications are received, the Appointments Panel reserve the right to enhance the essential criteria.* They will not introduce new criteria, rather they can increase e.g. the minimum level of qualification or length of experience, or shortlist only those applicants who possess a specific qualification that was stated at required or commitment required to complete one within a specific time period. Therefore, if you have more than the minimum level of qualification or experience please ensure you include it in the relevant section of your application form.

Completed forms

Please read through your completed form carefully. Check for mistakes or anything you have left out. You are responsible for making sure that all sections are fully and clearly completed and for ensuring that it is returned by the closing date/time to the relevant address.

Incomplete application forms will be rejected at the sifting stage.

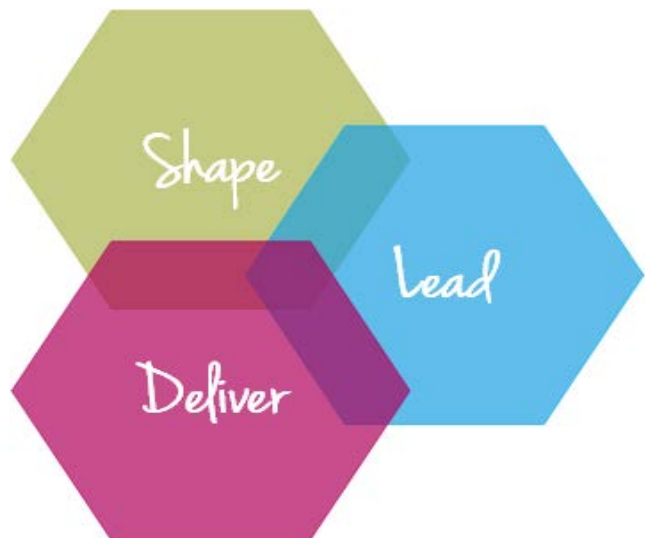
Belfast Met cannot take account of delays over which it has no control and forms that are late will not be accepted.

Remember: All information contained in your application form will be treated as confidential by HR and the Appointments Panel.

What happens next?

We will not typically let you know that we have received your application form but we will always write to let you know whether or not you have been shortlisted and invited to the next stage of the selection process e.g. assessment, interview, presentation etc.

Belfast Met Competency Framework



Shape

Strategic Planning

Demonstrates the ability to provide the vision and direction for the growth and success of the College. To successfully plan for change, formulate and implement strategy. The ability to re-set the strategic direction and transform the College.

Strategic Awareness and Leadership/Strategic Perspective/Strategic Management

The ability to think strategically and maintain a broad overview of business challenges and drive the business forward to achieve long term goals. Can demonstrate and communicate a clear vision of the future together with a workable strategy for all staff to support and implement.

Organisation Management

Has the ability to 'bring strategy to life' through the effective use of performance management, business/corporate planning, change management. Has ability to set departmental and individual objectives in a way that links strategy to individual performance and gives confidence to key stakeholders including customers.

Customer Service Standards

Ability to design targets, objectives and performance indicators, quality standards, service

standards and implements through consultation. Achieves standards through goal orientated approach.

Risk Management

Ability to identify key risks inherent within a situation. Demonstrates the ability to plan and implement measures that will avoid, overcome or compensate for elements of risk.

Commercial Orientation/Awareness/Entrepreneurship

Ability to understand the key business issues that affect the sustainability and growth of an enterprise and take appropriate action to maximise success. An understanding of the commercial implications of a new issue and competing priorities of a number of stakeholders.

Innovation/Creativity

Ability to personally generate a lot of new ideas or generate a new approach to existing works processes/ or procedures. Generates something new for the College that improves performance and or productivity.

Leadership

Someone that can demonstrate and communicate a clear vision for the future with a workable strategy for all staff to support and implement. Gives staff knowledge to enable them to do their job. Develops, motivates and excites staff to do their job.

Leadership & People Management

Someone that can demonstrate and communicate a clear vision for the future with a workable strategy for all staff to support and implement. Gives staff knowledge to enable them to do their job. Develops, motivates and excites staff to do their job. Build effective teams by coaching and mentoring. Encourages and recognises the contributions of individuals and teams and ensures communication channels are open and two way.

Communication

Has the ability to structure and pitch all communications at an appropriate and relevant level to meet the needs of a range of audiences. Present ideas persuasively and takes opportunity to reinforce important message.

Self-Assertion and personal Impact

Manages a range of difficult situations, confronts problems and remains resilient to set backs. Accepts total responsibility for own area of work and makes strong positive impressions based on knowledge skills and abilities.

Must be able to write clearly, unambiguously and logically using appropriate style and language.

Influencing and Negotiating

Ability to influence others by presenting well-reasoned arguments. Ability to persuade others by planning discussions and bargaining to achieve the desired effect.

Delegation

Effective allocation of decision making and other responsibilities to the appropriate person inside or outside the team.

Trust

Ability to consistently adhere to ethical principles and expects others to follow suit. Is respected as a credible source and a proven confidant. Ability to admit mistakes; doesn't misrepresent himself or herself for personal gain.

Credibility

Ability to be believable and convincing and elicits trust from other working relationships. Is plausible and carries respect in the work they do.

Team Working

Ability to build cohesive teams of people within the organisation; shares wins and success such that each team member feels valuable and appreciated; guides teams to establish and achieve goals.

Relationship Management/ Building

Ability to gain the trust and co-operation of, and build effective working relationships with a wide range of people. Ability to use appropriate interpersonal style with all stakeholders.

Budgetary/Financial Management

Demonstrates good knowledge and successful experience to manage substantial budgets and analyse and interpret financial information. Good financial management and demonstrates the ability to monitor, evaluate and control performance and to take action to deal with identifies variances.

Deliver

Planning, Prioritising and Organising

Anticipates the work required to implement the business/ departmental plans. Determines workloads and resources required for implementation. Schedules activities and resources to ensure projects and operational plans are implemented and sees work through to its successful conclusion.

Judgement/Decisiveness

Ability to evaluate data and courses of action and to reach logical decisions. An unbiased rationale approach. Readiness to make decisions, state opinions and take actions and commit oneself.

Problem Solving

Identifies and analyses problems. Finds solutions using sound and non-bias ideas. Recognises important information and identifies possible causes of problems.

Adaptability/Flexibility

Ability to change priorities to meet others expectations. Ability to shift position on an issue in response to a changing situations.

Resource Management

Ability to deploy people, materials or assets to achieve a goal.

Analytical Thinking

The ability to grasp information quickly and accurately in order to analyse implications of the evidence.

Tenacity/Resilience

Ability to overcome setbacks in order to achieve objectives. Ability to remain determined in adverse/ difficult circumstances.

Collaboration and Team Work

Support a positive team environment where team members cooperate/ participate/ respect each other to achieve desired results.

Budget/Financial Information Awareness

Demonstrates sufficient knowledge and experience to manage budgets and analyse and interpret financial information accurately.

Information and Data Analysis

Ability to seek, collect and synthesize information from a variety of stakeholders and sources in an objective, unbiased manner to reach a conclusion, goal, or judgment. Demonstrates sufficient experience of validating the accuracy of data/information to resolve inconsistencies.

Numerical Analysis

Ability to interpret the critical signs to show everything is on track. Demonstrates the ability to analysis, organise, manipulate and present numerical data of a financial or statistical nature.

Results Orientation

Ability to maximise and improve the use of resources beyond own work to achieve results to a standard of high quality.

Specialist Knowledge

Understands specialist / technical aspects of work and continually maintains technical knowledge. Applies and improves extensive or in-depth knowledge, skills and judgement to accomplish a result or to serve one's customers.

ICT Literacy

Demonstrates that they are fully conversant with the relevant identified software application to the function or role.

Customer Service Orientation

Ability to deliver a high quality service in accordance with the agreed service provisions and standards expected from the role/ function. Is committed to providing an excellent service, to ensure a high level of customer satisfaction is achieved. Understands the links between own personal professionalism and the possible impact on the College image.