

Register of Support Providers

The College of Agriculture, Food and Rural Enterprise (CAFRE) welcomes Expressions of Interest to create a Register of Support Staff for positions across its three campuses: Greenmount, Loughry and Enniskillen. Support providers play a vital part in allowing learners with additional needs to participate fully in academic life.

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. Flexibility and evening hours may be required to meet the needs of learners. Support Providers are responsible for their own tax returns and are required to register with HMRC on their own merit.

When a learner discloses a learning need, disability or long-term illness, they will meet with a Student Support Officer to discuss their needs and develop recommendations for reasonable adjustments. If it is recommended that the learner would benefit from additional one-to-one non-medical help from a specialist support provider, they will be referred to someone on the Register of Support Providers.

As a Support Provider, it is your responsibility to:

- Make initial contact with your allocated learner and arrange the first meeting.
- Not exceed the support hours recommended to you by the Student Support Officer.
- Only carry out the activities associated with your support provider role.
- Give your learner and the Student Support Officer at least 24 hours' notice if you need to cancel a scheduled support session.
- Ensure that support is delivered in a neutral, public space on campus where both parties feel secure.
- Ensure all work records are completed correctly and submitted on time.
- Keep all information related to learners you are working with confidential and secure and respect the privacy of the learners you support.
- Only breach confidentiality if you are concerned about the welfare and wellbeing of a learner you are working with if they could be a risk to themselves or others. In this instance you should contact a member of the Safeguarding Team.
- Be mindful of your health and safety as well as that of your learner.
- Contact the Student Support Officer if any difficulty or concern arises from working with individual learners.

The following information describes the key stages involved in the allocation of support, support delivery and payment of support that is managed by the Register of Support Providers.

Applying to the Register of Support Providers

Further information about these positions including, role descriptions and essential/desirable criteria are available to download from the CAFRE website, www.cafre.ac.uk.

Applications can be made using this link: <https://forms.office.com/e/LKpspnrTtu>

Please note that more than one position and one campus can be applied for.

Safeguarding and Access NI

All Support Providers are required to comply with the guidance set out in the Colleges Safeguarding Policy and Procedures. Support Providers are expected to undertake training on Safeguarding which will be organised by CAFRE.

Under the provision of the Safeguarding Vulnerable Groups (NI) order 2007, Support Providers will be required to produce an Access NI clearance certificate. The cost of this certificate will be reimbursed once proof of receipt has been enclosed.

The Matching Process

The Student Support Officer will cross-reference the needs of the learner with the skills, experience, and availability of the freelance self-employed support providers on the register.

When a suitable match is identified, the Student Support Officer will:

- Contact the support provider to offer the available assignment.
- Email details of the learner's requirements such as their course, the nature of their disability, the annual allocation of support hours and where possible the learner's timetable (for note taking or campus assistant) to the support provider.
- Seek confirmation of acceptance of the assignment from the support provider, within 24 hours' notice of the assignment being offered.
- Issue a 'matching email' to the support provider and learner to confirm the hours and type of support allocated.
- They will then issue a blank copy of the Learning Plan and Work Record claim form to the Support Provider.

It is essential that support providers consider the commitment to each assignment carefully before accepting the role. If a support provider is not able to support the learner or does not make contact within the 24 hours timeframe, an alternative support provider will be contacted.

After you are matched, you will have an introductory meeting with the learner.

Introductory Meeting

The support provider is responsible for contacting the learner to arrange an introductory meeting.

This informal meeting will be the first opportunity to meet with the learner and it should be used to discuss their individual support requirements, such as:

- The learner's course.
- Coursework, tests and exams.
- Timetable of classes.
- What type of difficulties the learner faces.
- Outline what a learner can expect from the allocated role, to include any boundaries or limitations of the support role.
- The type of assistance the support provider could deliver.
- If required completing learning plans.
- Arranging when and where to meet for support sessions.
- Setting a date and time for the next support session.

Payment of Support Sessions

Support providers will receive a payment for each approved support session delivered to an allocated learner.

If the total allocated hours are exceeded, the learner's funding body is under no obligation to pay the support provider. Exceeded hours will only be approved following prior agreement with the Student Support Officer.

Therefore, the support provider must:

- Keep a detailed record of all support delivered.
- Enter claims for support accurately to reflect the support session delivered.
- Not exceed the total number of hours of support detailed on the matching email.
- **Complete and submit to the Student Support Officer for approval a Support Provider Work Record on the last working day of each month.**
- Administer missed sessions in line with Register guidelines.

- Be aware that all our support providers are self-employed and are therefore responsible for any tax or national insurance payable via HMRC. The College will send each support provider a remittance slip with each monthly payment made to assist with this process.
- All payments to Support Providers will be made via BACS from Accounts NI.

Rates of Pay

Role	Rate of pay (per hour)
Dyslexia Learning Mentor	£30ph
Autistic Spectrum Disorder (ASD) Learning Mentor	£25ph
Mental Health Learning Mentor	£25ph
Study Skills Mentor	£25ph
Campus Assistant	£15ph
Note Taker	£12ph

Missed Sessions

A missed session is when a scheduled support session is not attended or cancelled with less than 24 hours' notice of the planned date and time. This will be logged as a missed session on the learner's support entitlement.

It is the learner's duty to provide, where possible, the minimum of 24 hours' notice that they cannot attend a support session. This means learners must let the Support Provider know about:

- Any room changes.
- Lecture cancellations.
- Any other taught class changes which mean they need to change your agreed time of support.

A support provider is entitled to claim for the first hour of support if they have not received the required 24 hours' notice from the learner.

The support arranged for our learners is based on professional recommendations, so it is important that learners attend their support sessions to help with their academic progression.

It is the responsibility of the Support Provider to update the Student Support Officer of missed support sessions. A learner will be invited to a review meeting with the Student Support Officer where a learner has:

- a. Failed to turn up for a support session on two occasions.
- b. Cancelled a support session without extenuating circumstances on two occasions.
- c. Are significantly late for support sessions on two occasions.

During this meeting, the missed support sessions will be reviewed and a decision will be made whether to cease or continue with the arranged support provisions. The Student Support Officer will update the Support Provider of the outcome of this review meeting.

Learning Plans

A learning plan needs to be completed for all one-to-one mentoring roles. This must be completed at the start of Semester 1 and again at the start of Semester 2 for each learner in each academic year.

This document should be completed during the introductory meeting to establish, as far as possible, the learners learning needs and challenges for the forthcoming semester. This should then be shared with the Student Support Officer who will keep a copy in the learner's file.

Each learning plan is unique to the individual learner and should demonstrate progression to develop independent study, coping and learning skills.

Support Provider Specialist Roles

Dyslexia Learning Mentor

Role Purpose:

To provide one-to-one specialist support to learners with dyslexia, dyspraxia or other Specific Learning Difficulties (SpLD).

Main Duties:

1. To support learners to develop learning strategies to assist them in overcoming difficulties encountered as a result of dyslexia, dyspraxia or other SpLD which may include some or all of the following:
 - Literacy skills including spelling, grammar, comprehension and reading techniques.
 - Organisation skills.
 - Computational and basic mathematical skills.
 - Time management skills.
 - Study skills techniques; including note taking techniques, mind mapping, assignment planning, research skills, proof reading and revision techniques.
2. To work with the learner to identify and help overcome specific difficulties in subject areas or topics, however, not to provide subject specific tuition.
3. To provide confidential support to learners, on a one-to-one basis at an agreed neutral public space on campus in person or using an online platform if required.
4. Maintain confidential records, including an electronic record of all contact with learners and take into consideration the safeguarding of these, whilst adhering to the requirements of Data Protection legislation in Northern Ireland.
5. Ensure that electronic timesheets are completed on a regular basis and by key dates as advised by the Register of Support Providers.
6. Maintain an up-to-date knowledge of relevant legislative developments and best practice within the post-16 education sector in relation to support for learners with disabilities.
7. Comply with CAFRE's equal opportunities policy and promote equal opportunity in all aspects of the role.
8. To adhere to the Code of Conduct as required by CAFRE.

	Essential	Desirable
Educational and Professional Qualifications	<ul style="list-style-type: none">• Educated to Degree level or above.• GCSE or equivalent qualifications at grade C or	<ul style="list-style-type: none">• Teaching qualification.

	<p>above in English and Maths.</p> <ul style="list-style-type: none"> • A recognised qualification in supporting learners with specific learning difficulties. 	
Previous Experience	<ul style="list-style-type: none"> • Experience of one-to-one support with young people or adults with specific learning difficulties including literacy, comprehension, and study skills techniques. • Experience in supporting students in post 16-year-old education with the development of learning strategies which will help to promote independent learning and encourage progression. 	<ul style="list-style-type: none"> • Experience of tutoring in at FE or HE level. • Experience of developing learning plans appropriate to the needs of learners which include the development of strategies and techniques to promote independent learning progression. • Knowledge or experience of IT packages used to support students; which may include: Read and Write, Claroread and/or applications which assist with Mind Mapping.
Interpersonal Skills	<ul style="list-style-type: none"> • Excellent verbal and written communications skills. • Awareness of confidentiality and an awareness of the requirements under data protection legislation. • Acute awareness of maintaining personal and professional boundaries. 	
Other Factors	<ul style="list-style-type: none"> • Flexibility over working hours. • Expected to complete an Access NI check. 	

Autistic Spectrum Disorder (ASD) Learning Mentor

Role Purpose:

To provide one-to-one specialist study support to learners with Autistic Spectrum Disorder (ASD). The precise nature of the duties will vary considerably depending on the needs of the student.

Main Duties:

1. To help learners 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.
2. To make any necessary reasonable adjustments to ensure support is delivered in an accessible manner.
3. To provide confidential support to learners, on a one-to-one basis at an agreed neutral public space on campus in person or using an online platform if required.
4. Agree and adhere to ground rules for support sessions in relation to environmental and sensory issues and determine any anxiety related manifestations.
5. To work with the learner to identify and help overcome specific difficulties in subject areas or topics, however, not to provide subject specific tuition.
6. Maintain confidential records, including an electronic record of all contact with learners and take into consideration the safeguarding of same, whilst adhering to the requirements of General Data Protection Regulation Legislation in Northern Ireland.
7. Ensure that electronic timesheets are completed on a regular basis and by key dates as advised by the Register of Support Providers.
8. Maintain an up-to-date knowledge of relevant legislative developments and best practice within the post-16 education sector in relation to support for learners with disabilities.
9. Comply with CAFRE's equal opportunities policy and promote equal opportunity in all aspects of the role.
10. To adhere to the Code of Conduct as required by CAFRE.

	Essential	Desirable
Educational and Professional Qualifications	<ul style="list-style-type: none"> • Educated to Degree level or above. • GCSE or equivalent qualifications at grade C or above in English and Maths. 	<ul style="list-style-type: none"> • Teaching qualification. • PG qualification in ASD. • National Autistic Society training
Previous Experience	<ul style="list-style-type: none"> • Professional or voluntary experience of working with adults or young people with ASD. 	<ul style="list-style-type: none"> • Experience of tutoring in at FE or HE level. • Experience of developing learning plans appropriate to the needs of learners which include the development of strategies and techniques to promote independent learning progression. • Knowledge or experience of IT packages used to support students; which may include: Read and Write, Claroread and/or applications which assist with Mind Mapping.
Interpersonal Skills	<ul style="list-style-type: none"> • Excellent verbal and written communications skills. • Awareness of confidentiality and an awareness of the requirements under data protection legislation. • Acute awareness of maintaining personal and professional boundaries. 	
Other Factors	<ul style="list-style-type: none"> • Flexibility over working hours. • Expected to complete an Access NI check. 	

Mental Health Learning Mentor

Role Purpose:

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

Main Duties:

1. To help learners 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
2. To provide confidential support to learners, on a one-to-one basis at an agreed neutral public space on campus in person or using an online platform if required.
3. To work with the learner to identify and help overcome specific difficulties in subject areas or topics, however, not to provide subject specific tuition.
4. To make any necessary reasonable adjustments to ensure support is delivered in an accessible manner.
5. Maintain confidential records, including an electronic record of all contact with learners and take into consideration the safeguarding of same, whilst adhering to the requirements of General Data Protection Regulation Legislation in Northern Ireland.
6. Ensure that electronic timesheets are completed on a regular basis and by key dates as advised by the Register of Support Providers.
7. Maintain an up-to-date knowledge of relevant legislative developments and best practice within the post-16 education sector in relation to support for learners with disabilities.
8. Comply with CAFRE's equal opportunities policy and promote equal opportunity in all aspects of the role.
9. To adhere to the Code of Conduct as required by CAFRE.

	Essential	Desirable
Educational and Professional Qualifications	<ul style="list-style-type: none"> Professional or voluntary experience of working with people with mental health difficulties. 	<ul style="list-style-type: none"> Teaching qualification. Professional Body Membership e.g. BPS, NISCC, BACP
Previous Experience	<ul style="list-style-type: none"> Professional or voluntary experience of working with adults or young people with mental health difficulties. To have an understanding and working knowledge of mental health conditions such as bipolar disorder, psychosis, depression, anxiety, and phobias. Understanding of the impact of mental health on participation and progress in the learning environment. 	<ul style="list-style-type: none"> Experience of tutoring in at FE or HE level. Experience of developing learning plans appropriate to the needs of learners which include the development of strategies and techniques to promote independent learning progression. Knowledge or experience of IT packages used to support students; which may include: Read and Write, Claroread and/or applications which assist with Mind Mapping.
Interpersonal Skills	<ul style="list-style-type: none"> Excellent verbal and written communications skills. Awareness of confidentiality and an awareness of the requirements under data protection legislation. Acute awareness of maintaining personal and professional boundaries. 	
Other Factors	<ul style="list-style-type: none"> Flexibility over working hours. Expected to complete an Access NI check. 	

Study Skills Mentor

Role Purpose:

To support students to develop learning strategies to overcome difficulties associated with their support needs and to help develop motivation and confidence of the student to reach academic goals.

Main Duties:

1. This may include coaching in some or all of the following areas:
 - Research skills.
 - Effective reading and note taking.
 - Help to develop critical thinking skills.
 - Academic writing techniques.
 - Planning, structuring, and editing of work.
 - Strategies for effective time management and organisational skills.
 - Revision, mind mapping and exam preparation skills.
2. Develop the students' level of independent learning capacity as they progress through their studies.
3. Develop an agreed learning plan which is appropriate to the students' needs and demonstrates the development of techniques and strategies which will help to promote independent learning and progression.
4. To provide confidential support to learners, on a one-to-one basis at an agreed neutral public space on campus in person or using an online platform if required.
9. Maintain confidential records, including an electronic record of all contact with learners and take into consideration the safeguarding of these, whilst adhering to the requirements of Data Protection legislation in Northern Ireland.
10. Ensure that electronic timesheets are completed on a regular basis and by key dates as advised by the Register of Support Providers.
11. Maintain an up-to-date knowledge of relevant legislative developments and best practice within the post-16 education sector in relation to support for learners with disabilities.
12. Comply with CAFRE's equal opportunities policy and promote equal opportunity in all aspects of the role.
13. To adhere to the Code of Conduct as required by CAFRE.

	Essential	Desirable
Educational and Professional Qualifications	<ul style="list-style-type: none"> • Educated to Degree level or above. • GCSE or equivalent qualifications at grade C or above in English and Maths. 	<ul style="list-style-type: none"> • Teaching qualification.
Previous Experience	<ul style="list-style-type: none"> • Ability to plan, deliver and monitor a high-quality study support programme. 	<ul style="list-style-type: none"> • Experience of tutoring in at FE or HE level. • Experience of developing learning plans appropriate to the needs of learners which include the development of strategies and techniques to promote independent learning progression. • Knowledge or experience of IT packages used to support students; which may include: Read and Write, Claroread and/or applications which assist with Mind Mapping.
Interpersonal Skills	<ul style="list-style-type: none"> • Excellent verbal and written communications skills. • Awareness of confidentiality and an awareness of the requirements under data protection legislation. • Acute awareness of maintaining personal and professional boundaries. 	<ul style="list-style-type: none"> • Ability to devise creative problem-solving strategies.
Other Factors	<ul style="list-style-type: none"> • Flexibility over working hours. • Expected to complete an Access NI check. 	

Campus Assistant

Role Purpose:

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

Main Duties:

1. To assist the learner access campus facilities as required. Duties may include opening doors, carrying bags, helping with canteen facilities and orientation around campus.
2. To adhere to Health and Safety procedures
3. To make any necessary reasonable adjustments to ensure support is delivered in an accessible manner.
4. To adhere to the Code of Conduct as issued by CAFRE.
5. To complete and return all relevant paperwork for each support relationship in a timely and accurate manner.
6. Ensure that electronic timesheets are completed on a regular basis and by key dates as advised by the Register of Support Providers.

Specialist Duties:

In addition to the above and subsumed within the role, a 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 learner gain access to all the practical aspects of their course such as farms, equine yards, science laboratories, food kitchens, greenhouses and workshops.

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

- Provide specialist assistance to learners with visual, mobility or manual dexterity difficulties.
- Provide specialist practical support with equipment and with IT 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 note-taking.

Please Note: The overall aim of Specialist Campus Assistance is to enable learners with more control, choice and flexibility to allow their full participation in course activities and campus life.

As each Campus Assistant role will be determined by the learners individual needs and the particular requirements of that learners programme of study, an

individualised person-centred approach will be taken to each learner and therefore, the key duties of Specialist Campus Assistants will vary from learner to learner.

	Essential	Desirable
Educational and Professional Qualifications	<ul style="list-style-type: none"> • GCSE or equivalent qualifications at grade C or above in English and Maths. • A recognised qualification in supporting learners with specific learning difficulties. 	<ul style="list-style-type: none"> • Teaching qualification.
Previous Experience	<ul style="list-style-type: none"> • Experience of providing assistance to people with physical or intellectual disabilities including learning difficulties. • Good orientation skills. • Ability to carry out specialist tasks. 	<ul style="list-style-type: none"> • Knowledge or experience of IT packages used to support students; which may include: Read and Write, ClaroRead and/or applications which assist with Mind Mapping. • Awareness of Health and Safety issues.
Interpersonal Skills	<ul style="list-style-type: none"> • Excellent verbal and written communications skills. • Awareness of confidentiality and an awareness of the requirements under data protection legislation. • Acute awareness of maintaining personal and professional boundaries. • Good orientation skills. 	
Other Factors	<ul style="list-style-type: none"> • Flexibility over working hours. • Expected to complete an Access NI check. 	

Notetaker

Role Purpose:

To take and produce notes on behalf of learners with disabilities.

Main Duties:

1. To agree the required content and format of notes with the learner.
2. To attend classes and take notes as requested.
3. To produce accurate, clear, accessible and appropriately detailed notes for learners in the required format.
4. Maintain confidential records, including an electronic record of all contact with learners and take into consideration the safeguarding of these, whilst adhering to the requirements of General Data Protection Regulation Legislation in Northern Ireland.
5. Ensure that electronic timesheets are completed on a regular basis and by key dates as advised by the Register of Support Providers
6. Maintain an up-to-date knowledge of relevant legislative developments and best practice within the post-16 education sector in relation to support for learners with disabilities.
7. Comply with CAFRE's equal opportunities policy and promote equal opportunity in all aspects of the role.
8. To adhere to the Code of Conduct as required by CAFRE.

	Essential	Desirable
Educational and Professional Qualifications	<ul style="list-style-type: none"> • Educated to Degree level or above or a certificate in note taking or equivalent qualification. • GCSE or equivalent qualifications at grade C or above in English and Maths. 	
Previous Experience	<ul style="list-style-type: none"> • Experience of note-taking in the learning environment. • Accurate note taking skills. • Good word processing skills or word processing qualifications. 	<ul style="list-style-type: none"> • Knowledge of technical language in the subject matter. • Experience of working with people with disabilities. • Knowledge or experience of IT packages used to support students; which may include: Read and Write, Claroread and/or applications which assist with Mind Mapping.
Interpersonal Skills	<ul style="list-style-type: none"> • Excellent verbal and written communications skills. • Awareness of confidentiality and an awareness of the requirements under data protection legislation. • Acute awareness of maintaining personal and professional boundaries. 	
Other Factors	<ul style="list-style-type: none"> • Flexibility over working hours. • Expected to complete an Access NI check. 	