# About the Dundee Multiply Project

The learning project has a focus of building numeracy skills and confidence, overcoming barriers and maths anxiety. Our approach is person centred and whilst there may be some universal elements like guidance, support and transition, every learning journey is unique.

Disabled people, unpaid carers, and those facing multiple barriers to community-based adult learning are under-represented in employment, further education, and higher education. This leads to an increased prevalence of poverty/low income and reduced confidence in accessing opportunities. This ultimately feeds back to creating complex, intersectional barriers – including poor numeracy skills – to accessing learning and work.

The project has scope to offer a range of hybrid activities including in-person one to one and group learning services, online learning and other types of activities which engage learners such as drop ins and events. A range of flexible activities structured around supporting learners to identify their own outcomes and achieve their aims. We expect over:

* 90% of participants to show increased confidence with numeracy.
* 80% of participants to improve their qualification profile.
* 85% of participants to transition into further learning or to the next stage of the employability pipeline.

A substantial part of the role is supporting participants to improve their confidence whether they are learning informally or are working towards a qualification. This will support progression towards positive destinations relevant to everyone, matching their skills, abilities and motivation, and including transitions into college, community learning, employment, or volunteering.

## About the Sessional Worker role

Within the scope of responsibilities for this role and the approach described above, applicants should note the following key dimensions when delivering the range of hybrid face to face and online activities noted above:

The role includes dealing with referrals from a range of partners and initial enquiries from potential learners, visiting eligible referrals, undertaking home visits, and registering learners for accredited learning options wherever appropriate.

The Sessional Worker will offer impartial educational guidance through working with each learner to co-create a Learner Action Plan. The learner is supported to be at the helm of their journey towards a positive destination which matches their ambitions. The learning journey includes progression through Lead services as well as signposting and support to access appropriate external partner services. This involves reviewing progress and networking to generate appropriate next steps such as further learning, volunteering, and progressing towards work. This will all be delivered within the framework of the above project and with an approach that sees the full potential for every individual and organisational participant.