

Organisation:	Leeds City College
Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i>	N/A
Core Job Role:	Learning Support Assistant
Job Title:	Learning Support Assistant
Reports to:	SEND Team Leader
Grade	LC2
Date of compilation:	15th June 2023

ROLE SUMMARY:

The Supported Engagement Programmes at Somerville House is a developing department created to engage and support young people aged 16-24 to access education. Students on programmes present with Social, Emotional and Mental Health needs/SEND. They have historically missed periods of schooling, have an Education, Health and Care Plan and/or are long term NEET. Students are often referred to these courses by professional bodies such as Social Worker, YOT workers or the Local Authority.

The Supported Engagement Department is a friendly team of professionals working to support students with needs across our variety of learning programmes. We provide help in class to scaffold learning, mentoring for those struggling with the social and emotional demands of college life, referrals to external and internal professionals for assessment (including for exams access arrangements) and work hard to ensure the inclusion of all our learners, particularly those with an Educational, Health and Care Plan. We enjoy close, positive relationships with our curriculum colleagues and external partners. This enables us to maximise the learning outcomes of all our young people with Special Educational Needs with a view to them gaining course offers for their next steps.

CORE RESPONSIBILITIES:

1. To be involved in planning and preparation and assessment of learning as part of the curriculum team.
2. Providing in and out of class support to meet identified needs of students who have high needs.
3. Providing curriculum teachers/assessors and SEND team members with verbal and written reports on students who have high needs or SEND and feedback against strategies used and progress towards outcomes on the EHCP.
4. Assisting with emergency evacuation plans and practices, and helping with all emergency evacuations.
5. Attend annual reviews as requested and attend student meetings as required to update on progress and behaviours.
6. Any other duties as determined by the line manager
7. May be involved in learners' transport arrangements and helping students who have high needs to develop independent travel skills where needed.
8. At the direction of the teacher/assessor, accompanying small groups of learners on local excursions related to programme of learning.
9. Assist with personal care and medical requirements as necessary. Support students whom are less mobile and may use wheelchairs.

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.

- Embody our Organisational Culture:

Few rules & clear boundaries

The ability to be creative, within areas of focus.

Energy & enjoyment

Fostering an environment that enables our people and learners to be brave, interact and have fun.

Passion & ambition

Encouraging all to think aspirationally, inspiring others to do the same.

Ownership & performance

Using our robust business planning model to allow areas to have clear ownership over their vision and remit.

Creative & reflective

Always hungry to learn and looking ahead to see what is on the horizon.

Collaborative & responsive

Proactively seeking opportunities to create synergies and positive outcomes for all.

Job Title:	Learning Support Assistant
Department	Supported Engagement

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Educated to Level 2 in Literacy and Numeracy or a commitment to achieving this within one year of appointment	A / C
D	Q2. Qualification relevant to the post	A / C
D	Q3. Minimum L2 Award for Learning Support Practitioners Qualification or appropriate level 2 qualification or willingness to enroll to this within one year of appointment.	A / C
Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience of working within a team who support students who have high needs or SEND to support their learning through identifying strategies and preparing young people for adulthood.	A / I

D	EK2. Knowledge of preparation for adulthood and what it means for students with SEND.	A / I
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Skills and Competencies		
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Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Clear oral and written and IT communication skills with the ability to communicate with staff at all levels in the college.	A / I
E	SC2. Strong Awareness of disability issues and equality and diversity issues.	A / I
E	SC3. A willingness to be adaptable as role requires working across the college campuses and off-site visits with learners	A / I
E	SC4. Able to assist with personal care/Medical provisions including requirements of wheelchair users	A / I
E	SC5. Able to work effectively as a team member and being able to adapt and embrace change.	A / I
E	SC6. Able to establish rapport and to maintain professional boundaries	A / I

Behavioural, Values and Ethos		
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Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A / I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I