

Group Member:		Leeds City College	
Job Title:		Learning Support Assistant	
Reports to:		Programme Manager	
Job Grade	RLW	Department	Foundation Studies

SPECIFIC ROLE RESPONSIBILITIES:

1. Support the department to provide outstanding and robust support to SEND learners in order to meet individual needs as outlined in their EHCP.
2. Lead on intervention strategies aligned to area of specialism in order to strengthen the subject knowledge of staff.
3. To attend meetings as and when required.
4. Contribute towards audit and compliance of evidence required for all aspects of SEND support.
5. Engage in CPD and training in order to develop pedagogical knowledge within your own specialist area.

CORE RESPONSIBILITIES:

1. To be involved in planning and preparation and assessment of learning as part of the course team.
2. Providing in-class support to meet identified needs of students who have high needs.
3. Providing curriculum teachers/assessors and Learning Support team members with verbal and written reports on students who have high needs or SEN.
4. Assisting with emergency evacuation plans and practices, and helping with all emergency evacuations.
5. Attending team meetings and staff development sessions as required.
6. Keeping accurate and timely records, recording progress and strategies used, as required.
7. Any other duties as determined by the line manager.
8. May be involved in learners' transport arrangements and helping students who have high needs to develop independent travel skills where needed.
9. At the direction of the teacher/assessor, accompanying small groups of learners on local excursions.
10. Assist with personal care requirements if necessary.
11. Any other duties that are specific to the department.

12. Assistance in the preparation, support and participation of examinations and invigilation across the Group.

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 the Group's Values:

Kindness

Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them

Enjoyment

Fostering environments that enable staff and students to be brave, interact and have fun

Passion

Encouraging all to have aspiration and passion in everything they do.

Ownership

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

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Creative

Always hungry to learn and looking ahead so we can be responsive

Person Specification

Job Title:	Learning Support Assistant
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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
E	Q2. Minimum L3 Award for Learning Support Practitioners Qualification or appropriate level 3 qualification or willingness to enrol to this within one year of appointment.	A / C
D	Q3. Relevant recognised professional attainments.	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience of working in a team in an educational setting.	A / I / P
E	EK2. Experience of working with students who have high needs or SEN to support their learning through identifying strategies and preparing young people for adulthood.	A / I

E	EK3. Relevant experience, knowledge and understanding of working in the Sector - Personal care, supporting students who use wheelchairs.	A / I / P
E	EK4. Substantial learning support experience	A / I
E	EK5. Proven experience in working with external partners and/or stakeholders.	A / I
E	EK6. Experience of working positively with young people and adults.	A / I
E	EK7. Experience of successful administration / IT skills.	A / I
E	EK8. Leading on strategies for support areas and delivering training when required.	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Clear oral and written communication skills with the ability to communicate with staff at all levels in the college.	A / I
E	SC2. Computer literate	A / I / C
E	SC3. Strong Awareness of disability issues and equality and diversity issues.	A / I
E	SC5. Able to assist with personal care provision 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 work effectively as a member of a team.	A / I
E	SC7. Ability to adapt and embrace change.	A / I
E	SC8. Able to establish rapport and to maintain professional boundaries.	A / I
D	SC4. Understanding of the Disability Discrimination Act is desirable.	A / I

Behavioural, Values and Ethos

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