



## Job Description

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

### ROLE SUMMARY

Leeds City College is the main education provider for post-16 students within the Leeds City region. This role requires an experienced SEND practitioner to support through a matrix management approach across Luminate FE colleges for the placement and support of students with Educational Health Care Plans. Additionally, make a contribution towards positive outcomes for disadvantaged and vulnerable students

### CORE RESPONSIBILITIES:

1. To be involved in planning and preparation and administration of feeds, water flushes and required drugs.
2. Providing dignified personal care, using specialist lifting equipment such as hoists and slings.
3. To be involved in planning and preparation and assessment of learning as part of the course team.
4. Providing lunchtime support to meet identified needs of students who have high needs.
5. Providing curriculum teachers/assessors and Learning Support team members with verbal and written reports on students who have high needs or SEN.
6. Assisting with emergency evacuation plans and practices, and helping with all emergency evacuations.
7. Attending team meetings and staff development sessions as required.
8. Keeping accurate and timely records, recording progress and strategies used, as required.

9. Any other duties as determined by the line manager

## **DEPARTMENTAL 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. To attend meetings as and when required
3. Contribute towards audit and compliance of evidence required for all aspects of SEND support
4. Engage in CPD and training in order to develop pedagogical knowledge within your own specialist area.

## **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.*

### **Ownership & performance**

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

### **Energy & enjoyment**

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

### **Creative & reflective**

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

### **Passion & ambition**

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

### **Collaborative & responsive**

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

## Person Specification

<b>Job Title:</b>	Learning Support Assistant
<b>Department</b>	Foundation Studies

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 & Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.	A / C
E	Q2. Minimum L2 Award for Learning Support Practitioners Qualification or appropriate level 2 qualification or willingness to enrol to this within one year of appointment.	A / C
D	Q3. Relevant recognised professional attainments.	A / C
Experience & Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment

E	EK1. Experience of working in a team in an educational setting.	A / I / P
DE	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	A / I / P
E	EK4. Experience of working positively with young people and adults.	A / I
E	EK7. Experience of successful administration / IT skills.	A / I
<b>Skills &amp; Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
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
D	SC4. Understanding of the Disability Discrimination Act is desirable.	A / I

E	SC5. Able to assist with personal care provision including requirements of wheelchair users.	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

### **Behavioural, Values & Ethos**

<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	B1. Commitment to the College's support and promotion of Equality and Diversity.	A / I
E	B2. Committed to child protection and the promotion of a safe environment for children and young people to learn in.	A / I
E	B3. A willingness to be adaptable as role requires working across the college campuses and off-site visits with learners.	A / I
E	B4. An understanding and commitment to the PREVENT agenda	A/I
E	B1. Commitment to the College's support and promotion of Equality and Diversity.	A / I

### **Qualifications & Attainments**

<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assess ment</b>
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E	Q1. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.	A / C
E	Q2. Level 5 teaching qualification. Heads of Department are also expected to commit to the Education and Training Foundation Professional Standards.	A / C
E	Q3. Undergraduate degree.	A / C
E	Q4. Relevant recognised professional attainments.	A / C
D	Q5. Masters or other relevant Postgraduate Qualification.	A / C
D	Q6. Recognised as a Senior Fellow of AdvanceHE (formerly the HEA)	A / C
<b>Experience &amp; Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
D	EK1. Relevant up to date subject knowledge.	A / I
E	EK2. Thorough and up to date knowledge of Government policy in relation to higher education, including its funding and curriculum / qualification reform	A / I
E	EK3. Expertise, knowledge and understanding of the sector, including the regulatory framework	A / I
E	EK4. Proven experience managing staff in an educational setting	A / I
E	EK5. Proven experience managing HE curriculum, including planning, developing, monitoring and reviewing	A / I
E	EK6. Substantial teaching experience in HE.	A / I
E	EK7. Experience of working positively with young people and adults	A / I
E	EK8. Experience of successful administration and management of financial budgets	A / I
E	EK9. Commitment to, and evidence of engagement in, appropriate scholarly activity and research	A / I
D	EK10. Effective engagement in the wider HE community e.g. External Examiner, validation panel member (external), quality reviewer (e.g. QAA, TEF), conference presenter	A / I
<b>Skills &amp; Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SK1 Communicating with others Manages 'necessary' performance conversations with confidence.	A / I

E	SK2. Working with others Promotes initiatives that continually improve the student experience and all service provisions across the group.	A / I
E	SK3. Developing and leading others Fosters an inclusive working environment that promotes equality, fairness and respect.	A / I
E	SK4. Business Acumen Understands and effectively interprets own budget and financial plan	A / I
E	SK5. Decision Making, Planning, Prioritisation Has a solution focused, evidenced based approach to decision making.	A / I
E	SK6. Personal Accountability and Inclusivity Fosters a culture of reviewing and improving current practice, using reflection to identify areas for development for self, colleagues and service provision.	A / I
E	SK7. Future Proofing Actively utilizes LMI and technical data to ensure long term sustainable plans in place, to support organizational growth.	A / I
E	SK8. Innovation and Engagement Able to review current system and develop a process for continued innovation and improvement.	A / I
<b>Behavioural, Values &amp; Ethos</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	B1. Support and promotion of equality, diversity and inclusion	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, including the PSF	I
E	B5. Commitment to restorative practice approaches	I