

## Job Description



<b>Organisation:</b>	Luminate
<b>Primary Organisation Supported</b> <i>(only use this field for LEG service member of staff)</i>	Leeds City College
<b>Core Job Role:</b>	
<b>Job Title:</b>	Specialist Communication Learning Support Assistant
<b>Reports to:</b>	<u>Send Support Lead</u>
<b>Grade</b>	LC4
<b>Date of compilation:</b>	12/05/2023

### ROLE PURPOSE:

### SPECIFIC ROLE RESPONSIBILITIES:

- Working with a small groups of students or on a 1:1 basis to support their time in education and support them with their communication needs
- Be able to adapt to the needs of the student in lessons and assist them in their college day
- Promote positive behaviour and encourage the students to stay on task
- Clarifying and explaining any questions or instructions given to the students
- Be creative and 'think outside of the box' in their approach to supporting students with additional needs.
- Care deeply about students' academic, emotional, and personal development and have empathy for their individual circumstances.
- Have a supportive and encouraging attitude, to inspire trust and to motivate students
- Be confident in working closely with other staff and parents to bring about positive change for each student
- Be able to use their initiative in meeting the needs of the student, depending on their individual communication, and learning skills.
- Adapt materials and the delivery of curriculum content to enable access to deaf learners

### CORE RESPONSIBILITIES:

- Keeping accurate and timely logs and other records, as required.
- Provide training for other members of the team
- Ensure all paperwork and documentation is kept up to date and in line with statutory requirements.
- Any other duties as determined by the line manager

#### **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.
- Adopt/embody the values of the relative member organisation & Luminate Education Group.
- 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>	<b>Specialist Communication Learning Support Assistant</b>
<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

<b>Qualifications and Attainments</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	Q1. Applicants must have BSL (British Sign Language) Level 2 or above.	A/C
E	Q2. 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	Q3. Qualification relevant to the post	A / C
E	Q4. Relevant recognised professional attainments.	A / C
D	Q5. Team Teach Level 2	A/C
<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	EK1. Relevant up to date subject knowledge.	A/C/I
E	EK2. Have experience working with hearing impaired students- Have a qualification in BSL Level 2 or above	A/C/I
E	EK3. Knowledge of SEND code of practice and Keeping Children Safe in Education	A/C/I
E	EK4. Relevant experience, knowledge and understanding of working in the Sector.	A/C/I
E	EK5. Proven ability to work in smaller groups or on a 1:1 basis	A/C/I
E	EK6. Experience of working positively with young people and adults with behaviours that challenge and complex needs	A/C/I

<b>Skills and Competencies</b>
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<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
<b>Behavioural, Values and 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	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