

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

SPECIFIC ROLE RESPONSIBILITIES:

1. Provide support within the classroom and off-site visits.
2. Help provide support for students with additional needs i.e. wheelchair user, hearing impairment, visual impairment etc as necessary.
3. Involved in planning, preparation and assessment of learning as part of the course team.
4. Providing in -class support to meet the needs of students who have High Needs and SEND.
5. Providing curriculum teachers/ assessors and Learning Support team members with verbal and written reports on students who have High Needs or SEND.
6. Assisting with emergency evacuation plans and practices, and helping with emergency evacuations.
7. Keeping accurate and timely records, recording progress and strategies used, as required.

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. There may be a requirement to be involved in learners' transport arrangements and helping students who have High Needs to develop independent travel skills where needed.
7. At the direction of the teacher/assessor, assist students with their individual personal care, medical and mobility requirements excursions related to the programme of learning.

8. Assist with personal care and medical requirements as necessary. Support students who are less mobile and may use wheelchairs.
9. Any other duties as determined by the line manager.
10. Ability to participate in evening/weekend work as required.
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

Ownership

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

Enjoyment

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

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Passion

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

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
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 enrol 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

Skills and Competencies		
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		
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