



Job Description

Directorate/Division: Student Services – ALS/Supported Learning

Title of Job: Learning Support Assistant- Apprenticeship

Responsible to: Allocated Line Manager

Key Purpose:

Within the context of the College's mission and strategic objectives, the role is to support all college students by providing high-quality support in/out of class with a focus on supporting young people with SEND on a 1:1 and small group basis. The post-holder may also support students outside of class for catch up and revision sessions as well as to provide specific learners with extra targeted support, lunchtime support or personal care. Furthermore, the post-holder will be expected to promote inclusion and acceptance of all students as well as take a student-focused and solution-centred approach to delivering learning support in order to ensure that students with learning difficulties and disabilities are supported in the achievement of their learning goals and achieve their full potential.

Grade: Scale 4

Location: Across Sites

MAIN DUTIES AND RESPONSIBILITIES

1. Promote the inclusion and acceptance of all students.
2. Establish constructive and supportive relationships with students whilst tailoring support to their specific needs as set out in their Education, Health and Care Plan and Individual Support Plan.
3. Set challenging and demanding expectations and promote self-esteem and independence in order for young people with SEND to achieve their full potential.
4. Assist with the development and implementation of Individual Education/Behaviour Support Plans, and/or Communication, Sensory and other programmes.
5. Works closely with lecturers, to ensure that the support needs of learners are met, providing support for individuals or groups of learners in class/out of class as required.

6. Develop an understanding of and provide for students 'specific learning needs' to ensure a safe learning environment and to ensure that the highest quality of learning support is being provided.
7. Develop, maintain and apply knowledge and understanding of learners general and specific learning needs, ensuring support is given to them at the appropriate level.
8. Promote the general success, progress and achievement of learners and report any concerns to subject lecturers and Line Managers.
9. Develop a range of strategies to engage individuals and groups of learners, often with differing needs, in their personal, social, health and education.
10. Promote and reinforce students' self-esteem, appropriate learning behaviour and levels of effort.
11. Assist with meet and greet, lunch time support, personal care and end of day supervision as and when required.
12. Follow guidelines/programmes for additional such as SALT, OT and Physio as directed by professionals with Lecturers as and when required.
13. Effectively and safely support learners with medical ensuring protocols are followed and required training completed
14. Undertake first aid training if appropriate/required to meet learners' needs
15. Participate in appropriate College information events and activities, including interview/evening rotas.
16. Attend curriculum meetings and learner reviews, as required.
17. Contribute to the maintenance of learner records for attendance, behaviour and reviews of student progress.
18. Work with individuals or small groups of learners on agreed tasks including specific literacy and numeracy programmes.
19. Accompany students on visits and trips as appropriate.
20. Assist in supporting learners with Exam Access Arrangements and invigilation of exams, tests and assessments as directed.
21. Support learners' work and behaviour to achieve their Individual Education Plan and Pastoral Support Plan targets.
22. To work closely team to ensure a seamless approach to supporting learners on discrete and mainstream College provision.
23. Assist in the general administration of the department by keeping up to date Session and progress records, records of work and providing reports as required.
24. Work with the college's student records unit, exam and MIS departments to support during large scale projects such as enrolment, exams, parents evenings and open days to ensure that there is enough support staff to accommodate the facilitation of these events.

Apprenticeship responsibilities:

1. Apprentices must adhere to their agreed timetable and attend all scheduled college training days
2. Applicants without English or maths at Level 2 must achieve them before the end point assessment

3. Participate in **off-the-job training activities**, applying new knowledge and skills in practice
4. Accurately log off-the-job training activities
5. Complete End Point Assessment

Additional essential responsibilities:

1. To undertake any training relevant to the efficient delivery of any of the above duties and to take responsibility for the post holders own professional development.
2. To undertake any such other, broadly analogous task as the Principal or their delegate may from time to time determine, or the demands of the College may require.
3. To carry out the above duties at all times with the College's Equal Opportunities, Health and Safety, No Smoking and Quality Management Policies.
4. To carry out their duties and responsibilities at all times with due regard to the College's Safeguarding, Equal Opportunities, Health & Safety, No Smoking and Quality Management Policies.

Special Conditions

1. The nature of this post means that the post holder may need to travel from time to time to all the College centres and to other external venues
2. The post holder will be contracted to work for a defined number of hours per week but it is a requirement of this post that the holder will flex these hours to reasonably meet external needs which may include working evenings and weekends.
3. This post falls within the scope of the regulations requiring a Disclosure & Barring Service (DBS) check.

This job description is current at the date of issue. As and when the work of the College develops or changes so the areas of responsibility may be subject to change, and the job description will be reviewed. Such changes will, in the first instance, be made in consultation with the post holder.

Person Specification - xxxx <i>Minimum requirements of the post, with an indication of how these are to be assessed.</i>			
1	Education/Qualifications	Essential	Desirable
1.1	5 GCSEs grade 4 and above including English and Maths	✓	
1.2	Degree in a relevant subject such as English, Maths, in an area that we deliver teaching in (Creative Industries, Business, Sport, Health and Social Care etc) or SEND		✓
1.3	Teaching assistant Qualification or SEND qualifications.		✓
2	Experience/Knowledge		
2.1	Experience with supporting young people with learning needs	✓	
2.2	Knowledge of the SEND Code of Practice (2014)	✓	
2.3	Understanding of the College's responsibilities and procedures for safeguarding young people and vulnerable adults.	✓	
3	Skills/Abilities		
3.1	Student-focused and ambitious about ensuring our learners achieve and exceed their learning aims and outcomes.	✓	
3.2	An interest in working with young people with support needs	✓	
3.3	Committed to ensuring the highest quality of learning support is being delivered.	✓	
3.4	Proficient in using the MicroSoft Office package.	✓	
3.5	Good organisational and administrative skills	✓	
3.6	Able to maintain standards and good management of learning situations	✓	
4	Qualities/Genuine Occupational Requirements		
4.1	Enthusiastic and able to inspire students and clients	✓	
4.2	Prepared to participate in new developments and contribute professional advice	✓	
4.3	To have an understanding of, and commitment to Equal Opportunities in practice.	✓	
4.4	<p>In addition to candidates ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> • Motivation to work with children and young people; • Ability to form and maintain appropriate relationships and personal boundaries with children and young people; • Emotional resilience in working with challenging behaviours; • Attitudes to use of authority and maintaining 	✓	

	discipline;		
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