

Job Description: Learning Support Worker**Reporting to:** SEND Transition Lead**Key purposes of this role:**

- To provide the link between teaching teams and learning support, being the voice for high needs in department and faculty meetings when necessary
- To be responsible for the successful high quality support for individuals or groups of learners in class/out of class and in workshop situations.
- To work effectively as part of the team, liaising, advising and consulting with teaching and non-teaching staff as appropriate

	This front-line support post is accountable for:
To ensure effective support both in and outside of the classroom	Taking into account the student's needs and ensuring their access to the lesson and its content through providing appropriate clarification, explanations, equipment and materials
	Providing support to other students in the class as directed by the class teacher
	Maintaining relevant documents for recording the support a learner has received and the progress they have made. Contribute to reviews and assessments of students in writing (following any guidelines provided) and/or verbally
	Supporting and implementing college policies and procedures (including those relating to confidentiality and behavior)
To be responsible for the successful high quality support for individuals or groups of learners in class/out of class and in workshop situations.	Assisting students with their physical/personal care/medical needs (*intimate care not included)
	Actively encourage learners to work towards their individual targets and facilitate learners to make choices and become more independent.
	Developing an understanding of the special educational needs of the student concerned
	Building and maintaining successful relationships with the student, treating them with respect and consideration
	Reinforcing learning. To help students record work in an appropriate way. To develop study and organisational skills. To help keep the students on task and well-motivated. To model good practice. To help build the student's confidence and enhance self-esteem
To work effectively as part of the team, liaising, advising and consulting with teaching and non-teaching staff as appropriate	Promoting independent learning
	Being flexible around changes to timetables and which students you support in order to meet the needs of the individual learners and to support other colleagues
	When required, cover for staff in designated study areas or quiet areas, supervising students and taking registers
	Identifying personal training needs and attending appropriate internal and external in-service training
	Liaising effectively with relevant staff such as LSW and Academic Support teams, pastoral staff, teaching staff and exams officers Updating journal to communicate with wider colleagues and keeping staff informed of any changes regarding the student's needs / situation
	Ensure confidentiality when dealing with student issues and maintain a high standard of communication, record keeping and liaison

Other	Undertake such duties related to the work of the College as may be assigned, consistent with your level of responsibility
	Safeguard and promote the welfare of children, young people and vulnerable adults
	Be aware of, work within and respond to national changes in policy, guidelines, regulations and legislation relating to SEND (Children and Families Act 2014 and the SEND Code of Practice), reasonable adjustments (Equality Act 2010) and exam board requirements (JCQ).

- This role is term time only. The number of weeks will relate to the needs of the student and their study programme.
- All staff are expected to work within College policies and procedures, with particular regard for Health & Safety, Equality & Diversity and customer service ethos
- Incremental progression is subject to satisfactory performance
- Annual targets for each element in this job description will be agreed annually with your Line Manager

Indicators/ sources for reaching performance judgements (not exhaustive):
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<p>Performance will partly be judged using some or all of the indicators /sources but with line management judgement overall being the key criteria. This is not a comprehensive list and does not prevent or exclude any other source or indicator also being used, and needs to be read in conjunction with our College staff review policy</p>

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| <ul style="list-style-type: none"> • Client / Student Feedback incl. Student Voice • Student success and retention • Feedback from teaching / pastoral / Academic Support staff |
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Personal Profile:

	ESSENTIAL	DESIRABLE
Qualifications	A good general education	Personal Care Qualifications and experience in a specific curriculum area
	GCSE English and Maths Grade C or above	Teaching Assistant BTEC
Personal Qualities	Suitable to work within a College environment in the presence of children, young people and vulnerable adults and to act accordingly	A general knowledge of working with young people with Special Educational Needs.
	Good IT, organisational and interpersonal skills	Experience of working with young people with disabilities / learning difficulties.
	Be an effective and sensitive team player	The ability to manage young people and cope with challenging behaviour.
	Willingness to work with students of all age groups and levels of ability	
	Ability and/or willingness to instruct or lead small teams of students within a group when required.	
	Innovative, pro-active and committed to high standards in student achievement	
	Good understanding of health and safety issues	
	The enthusiasm, imagination and ability to help organise staff development activities	

Entitlement:

Just as the College has legitimate expectations of you and the fulfilment of your role, so you are entitled to expect from the College enhancement of your personal and professional development and the creation of a working environment characterised by supportive and collegiate interaction.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.