



Learning Support Assistant Job Description

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| Job Title | Learning Support Assistant |
| Department | SGS Create |
| Reporting to: | SENDCo |
| Main Purpose of the role | |
| <p>To meet the provisions of identified learners with EHCPs or identified high needs in the following areas:</p> <ul style="list-style-type: none"> • Communication & Interaction • Cognition & Learning • Social, Emotional & Mental • Sensory/Physical • Self-care & Independence <p>This support should focus on helping those learners to achieve their EHCP and developmental outcomes.</p> <p>To support identified EHCP learners as well as other identified learners with additional needs and barriers to learning to achieve their aspirations, goals & qualifications.</p> <p>This support could be delivered in a variety of formats including in-person and online; in-class and out-of class.</p> <p>To work collaboratively with curriculum staff in-class to support learner progress and achievement.</p> <p>To complete administrative responsibilities required to provide support to the above learners; ensure a comprehensive and reliable record of this support is made; contribute to the statutory responsibilities of the college to the above learners.</p> | |
| Key Tasks / responsibilities: | |

Conduct

- To work effectively with the ELSAs, HLTAs, SENDCO and curriculum staff to define identified learner's support strategies, provisions and needs by following dept processes.
- To work closely with the ELSAs, HLTAs, SENDCO and curriculum staff to refer new potential high needs learners following dept processes.
- To be flexible and complete any other reasonable duties required by line manager.
- To promote widening participation, inclusion, equality and diversity.
- To be a positive role model for all staff and students by conducting yourself in line with college expectations.

Academic support

- To complete manual handling required to facilitate access to education for identified learners.
- To provide personal care to any identified learners as per their sensory and/or physical provisions and/or requirements.

Safeguarding & Well-Being

- To ensure you follow the safeguarding policy as required.
- To make referrals to the well-being department as required.
- To report safeguarding concerns as per the safeguarding policy. This includes the use of MyConcern.

Role Dimensions

- The post is working within SGS Create, a fulltime provision, term-time only for 39 weeks per year.
- Post holder's working hours and patterns will usually fall within the college week (Mon-Fri 08:00-17:30).
- Post holders may need to work on-site & off-site. This includes support identified learners with work experience, external trips and work in the community.
- Post holders are expected to provide dedicated 1:1 and group support for identified learners.
- Supporting learners in both academic/theory & practical sessions.

Key Interfaces

- SGS Create SENDCo
- Headteacher
- EHCP Annual Review Coordinator
- ELSAs
- Higher Level Teaching Assistants (HLTAs)
- Head of Learning Support
- Curriculum Staff
- Education & Wellbeing Mentors
- Vocational staff

Supporting College Goals and Values – all roles

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College's goals and, at all times, both internally and externally, to behave in a manner consistent with the College's mission and values.

This means:

- Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.
- Promoting the image of the College as one that is committed to the highest standards of delivery and service.
- Sharing the College's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work.
- Sharing and prioritising the effective implementation of the College's Equality and Diversity Policy.
- Promoting and implementing best practice in Health and Safety,

Measurable Performance Standards for this role

- To support the success and progression rates for learners receiving additional learning support.
- Completion of mandatory training.
- Effective and accurate record keeping of own timetable and student support tracking.
- Effective engagement with learning support observations and successful completion of follow-up professional development.

Level of Disclosure and Barring (DBS) disclosure required

Enhanced with barred list checks

Author and Date

Kate Hartshorn Oct 2023

Job Evaluation (for HR Completion)

| Score | | Profile | | Level | |
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As the needs of the College change, so the above job profile, duties and location of the role within the College may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

Learning Support Assistant



| Criteria | Essential | Desirable | Assessed by |
|--|-----------|-----------|-----------------------------|
| Qualifications and attainments | | | |
| <p>Math & English qualifications at GCSE grade 4 or above or L2 standard.</p> <p>If applicant does not have the above, they must commit to working towards these qualifications.</p> | ✓ | | Application form |
| Experience and knowledge | | | |
| <p>Experience of working with young people aged 14-18 with additional needs and/or EHCPs. This experience would preferably be within education, but other experiences related to health, social care or in the community is also relevant.</p> | ✓ | | Application form/ interview |
| <p>Experience with Office 365 and its applications</p> | | ✓ | Application form/ interview |
| Skills and abilities | | | |
| <p>Ability to Show initiative</p> | ✓ | | Application form/ interview |
| <p>Ability to work as a member of a team</p> | ✓ | | Application form/ interview |
| <p>Ability to adapt to different situations and individuals</p> | ✓ | | Application form/ interview |
| <p>Ability to work in a fast-paced environment and process information quickly.</p> | ✓ | | Application form/ interview |
| <p>High level of communication & interaction skills.</p> | ✓ | | Application form/ interview |
| <p>High Level of commitment to improving people's lives through learning</p> | ✓ | | Application form/ interview |

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| High levels of personal integrity positivity and to be proactive in responding to the needs of the college students and other staff | ✓ | | Application form/ interview |
| Values diversity with strong commitment to promoting equality and business excellence | ✓ | | Application form/ interview |
| Interest in development and motivation for improved skills | ✓ | | Application form/ interview |
| Criteria | Essential | Desirable | Assessed by |
| Essential College attributes | | | |
| Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way. | ✓ | | Application form/ interview |
| Influencing skills: The ability to persuade others. | ✓ | | Application form/ interview |
| Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships. | ✓ | | Application form/ interview |
| Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner. | ✓ | | Application form/ interview |
| Circumstances of role (if applicable) | | | |
| Ability to obtain a satisfactory Disclosure Certificate | ✓ | | <<Application form>> |
| Must be available to work from Monday to Fridays and evenings if required at any of our Campuses | ✓ | | Application form/ interview |
| Must be physically capable of providing support for learners within an educational environment. | | ✓ | Application form/ interview |
| Must be cognitively capable of providing support for learners within an education environment. | ✓ | | Application form/ interview |