

JOB DESCRIPTION



TITLE : **Communication Learning Support Assistant**

GRADE : **Scale 5**

RESPONSIBLE TO : **Communication Learning Support Assistant (CLSA)**

RESPONSIBLE FOR : **Designated students**

Purpose of the Job

To contribute and work proactively, in facilitating learner access to the education system in a range of activities, including both social and academic. This could include offsite activities. To promote inclusion and employ strategies and procedures that provide inclusive person-centred support, assessing and supporting achievement and monitoring progress towards learner objectives. This may, at times, mean that the Senior Communication Learning Support Assistant (CLSA) has responsibility for managing different initiatives, eg Literacy Strategy, communication difficulty intervention and other projects. Supporting deaf learners by providing an interpreting service for deaf learners in the classroom, training and college / community events. In addition, classroom support for non-deaf learners with Educational Health and Care Plans as required and stipulated in the Learning Support Assistants job description.

Main Duties

The employee will work under the supervision of the college / service, be an experienced communication support worker at a minimum of level 3 and a relevant qualification. They will have experience and competence of supporting a range of learners with additional needs. They may be required to mentor other LSAs.

1. Assisting the Teacher to prepare the classroom and to prepare learning materials. To prepare the classroom equipment and computers for use by pupils ensuring that equipment or materials are suitable for the learning activities and prepare, design and adapt other materials where necessary.
2. Assisting the Teacher in the planning and delivery of class activities, at prescribed levels and contribute to the evaluation of learning activities.
3. Assisting the Teacher to supervise and support learners' Individual Education Plans (IEP), both indoors and outdoors. To contribute to observations and records on individual's progress producing written reports where necessary.

4. To support the teaching of the National Literacy and National Numeracy strategies by delivering literacy and numeracy activities and to work with individuals and small groups on specific activities, which may be under the guidance of the Teacher or other lead person.
5. To contribute to the management of student behaviour.
6. To pass on information about students personal and educational needs to parents, the Class Teacher and other staff as appropriate. To contribute to team meetings and review meetings. To assist in the assessment recording and reporting of learner progress. Reporting to the teacher and giving feedback to learners on their progress.
7. To act as mentor to other Communication Learning Support Assistants / Learning Support Assistants about deaf awareness.
8. To administer tasks and tests and to contribute to the assessment and reporting of the study programme undertaken by learners. Including, contribute to maintaining learner records, observe and report on learner performance. Contribute to the planning and evaluation of learning activities.
9. To organise and take part in college activities and events as required and to accompany and support deaf / EHCP learners on outings from college as necessary.
10. To ensure the physical welfare of learners and to assist learners with their physical needs as appropriate and agreed. This may include administering medication, assisting with oral and personal hygiene including changing nappies / pads and facilitating incontinence programmes, feeding or assisting with feeding and supporting the learners during break and lunch times as appropriate.
11. Establish and maintain relationships with individual learners and groups.
12. To undertake training and attend INSET days in accordance to contractual requirements.
13. To contribute to whole college policies.
14. To maintain and develop interpreting skills, knowledge and experience.
15. To maintain the health and safety of learners and colleagues in the college by assisting in maintaining a clean and tidy environment and reporting any hazards that cannot be dealt with to your line manager.
16. To support the College's Equal Opportunities policies.
17. Support the development and effectiveness of work teams.
18. Develop and maintain working relationships with other professionals.

19. Liaise effectively with parents.

20. Assisting with any other duties of a similar level of responsibility as required by the Head Teacher.

In addition, they may also

- Provide interpreting support for learners, including those who are bilingual/multilingual.
- Support learners with communication and interaction difficulties.
- Support learners with cognition and learning difficulties.
- Support learners with behavioural, emotional and social development needs.
- Provide support for learners with sensory and/or physical impairment.
- Providing personal care for learners, where needed and after training has been provided.

Educational requirements

- English language reading and comprehension up to GCSE standard.
- Numeracy skills up to GCSE standard.
- Training or a qualification in communication techniques, eg braille or a specified signing language.
- Training in the relevant National Curriculum requirements.
- A relevant City and Guilds, NVQ or BTEC or NNEB qualification. Any qualification relevant to a specific area of the curriculum, or LEA approved training.
- Teaching/Classroom Assistants with relevant experience (3-5 years) who have attended LEA training courses or equivalent training and whose work can be certified as being of special merit shall be graded at this level.

Safeguarding

Shooters Hill Sixth Form College is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. It is a condition of employment that all staff are trained to an appropriate level to meet their safeguarding responsibilities. Appointment to this post is subject to an enhanced Disclosure and Barring Check (DBS) and background checks.

Review

This is a description of the job as it is presently constituted. It is normal practice to review periodically job descriptions to ensure that they are relevant to the job currently being performed, and to incorporate any changes which have occurred or are being proposed. The review process is carried out jointly by manager and employee and you are therefore expected to participate fully in such discussions. In all cases, it is our aim to reach agreement to reasonable changes, but where it is not possible to reach agreement, we reserve the right to make reasonable changes to your job description which are commensurate with your grade after consultation with you.

PERSON SPECIFICATION

CRITERIA OR REQUIREMENTS	Method of Assessment	Shortlisting Criteria
1. Any qualification relevant to supporting students at the college, such as CLANSA, or one of the Vocational course areas at the college or any level 3 qualification.	AF/I	Yes
2. Level 3 British Sign Language as a minimum	AF/I	Yes
3. Have experience of interpreting for young people in an education setting	AF/I	Yes
4. Commitment to the Council's Equal Opportunities Policy and acceptance of responsibility for its practical application through the duties of this post.	AF/I	Yes
5. Strategies for challenging discrimination, promoting racial equality and for helping students learn about minority ethnic and cultural diversity and for promoting positive attitudes to disability.	AF/I	
6. Ability to empathise with young people who experience a wide range of special educational needs and place the student at the centre of the learning process.	AF/I	Yes
7. Ability to support students in their work, learning and conduct in a variety of settings.	AF/I	Yes
8. Adaptability, flexibility and creativity in supporting students with a variety of needs.	AF/I	
9. Ability to communicate effectively with people and understand the views of others.	AF/I	Yes
10. Commitment to working as a member of a team.	AF/I	Yes
11. A commitment to developing skills and undertaking training.	AF/I	Yes

AF = Application Form

I = Interview

Yes = Candidates need to meet these criteria on their application form to get on the shortlist for interview.