



## JOB DESCRIPTION

<b>Job Title:</b>	<b>Learning Support Assistant</b>
<b>Directorate:</b>	<b>Education</b>
<b>Reports to:</b>	<b>Head of College</b>
<b>Direct Reports:</b>	<b>None</b>
<b>Location:</b>	<b>Lingfield</b>
<b>Hours of Work:</b>	<b>37 hours per week</b>
<b>All Year:</b>	<b>Term-time only (38 weeks)</b>

## About Us

Epilepsy can be one of the most frightening and isolating conditions a child can experience. The loss of any sense of safety, trapped in an unpredictable world, not knowing when their next seizure will happen, where it will happen, who will be there and if they will be hurt.

Living in this unpredictable world takes its toll on a child's physical and mental health, as well as impacting their education and social life. It can limit opportunities for the rest of their life.

Children with epilepsy have a right to be heard. We are here for them.

Together we can create a society where children and young people with epilepsy have a voice and can live happy, fulfilled lives. Through research that improves diagnosis and treatments, campaigning for children's rights, and providing innovative tools, information, and practical support for living day-to-day life.

Together we create possible.

## Job Purpose

To assist the Tutor/Teacher in delivering the curriculum and contribute to the provision of a learning environment, which maximises individual learning opportunities and outcomes and ensures that educational objectives are met. To plan and lead sessions in the absence of the Tutor/Teacher. To cover the Personal Tutor for a period of leave, liaising with students, families, the residential, therapy and medical team, attending meetings and sharing information with the class team. Attending meetings such as curriculum, student support, Team Around the Learner (TAL) and the weekly updates meeting, sharing information with the class team. In the Personal Tutors absence, reporting to the leadership team

## Key Tasks and Responsibilities

- To co-operate with the Principal and staff at all levels in providing a caring, happy, safe and secure environment for all students.
- To plan and provide learning for one to one or small groups of students, under the guidance of the Tutor/Personal Tutor or member of the leadership team.
- To plan and organise educational trips to enhance students learning in personal and social development and life skills, under the guidance of the Tutor/Personal Tutor or member of the leadership team.
- Support students' arrival in the morning, break time, lunch time and departure in the afternoon and any transitions to effect these.
- Support the activities of all curricula areas across a range of learning environments.

- In consultation with the Tutor, plan and implement work for students for whom specific responsibility is given.
- To support students to enable them to access learning, using needs-specific, personalised approaches, both with 1:1 and group learning situations.
- To assist with and give oral and written feed-back on individual progress in all areas and levels of progress and attainment.
- Provide for the general health, wellbeing, and pastoral care of students.
- To mentor the support staff providing constructive feedback and guidance with regard to teaching learning and assessment.
- To be an excellent role model and to ensure the support staff maintain good professional standards. Being able to present staff with positive and professional challenge.
- To attend and contribute to classroom, curriculum, staff, and other meetings as appropriate, including in-service training and mandatory training.
- Liaise with stakeholders when required, including but not limited to the transdisciplinary team across Residential, Therapy/Health and Education.
- To contribute to individual student records, reports, etc., in consultation with the Tutor and specialist staff.
- To maintain good links with parents through communication diaries, attendance at Annual Reviews if required, parents' meetings, home visiting, etc., in consultation with the Tutor.
- To encourage self-advocacy, and respect dignity, at all times.
- To protect everyone from danger, harm, and abuse in accordance with current safeguarding adults and children legislation and be responsible for the general welfare and security of those within your care.
- To fully participate in toileting, personal hygiene, and other aspects of a self-care programme.
- To train for, and assist with, Epilepsy First Aid provision as required.
- To understand and manage student behavior, following Positive Behaviour Support and any associated physical intervention / support guidelines as defined by relevant policies and procedures across the organisation.
- To work within equal opportunity guidelines whilst demonstrating diversity and respect for individual choices.

### **General**

This job description is not exhaustive, and the post holder may be required to undertake other reasonable and appropriate tasks.

All Young Epilepsy staff share a commitment to the participation and engagement of children and young people and their voices.

All duties must be carried out in accordance with Health and Safety regulations as given by the Young Epilepsy Health and Safety policy and procedures.

Young Epilepsy and St Piers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Young Epilepsy expects all employees to share our commitment to creating and promoting a diverse and inclusive community - a place where we can all be ourselves and succeed on merit.

## PERSON SPECIFICATION

**Job Title:** Learning Support Assistant

**Directorate:** Education

**Key for how criteria will be assessed:**

**I = Interview, A = Application Form, T = Test or Assessment**

Key Criteria	Essential	Desirable
<b>Education</b>	Literacy and Numeracy Level 2 (or equivalent) <b>(A)</b>	<b>(A/T)</b>
<b>Professional Qualifications</b>	Willingness to work towards Level 3 Teaching Assistant Qualification, or equivalent. <b>(A)</b>	A1 Assessor Award Qualification in SEN <b>(A)</b>
<b>Experience Required</b>	Experience of working in a classroom environment  Experience of working with young people who have complex and multiple learning disabilities and challenging behaviour  Previous experience in a Support Worker/Teaching Assistant role <b>(A, I)</b>	Previous experience in a Learning Support Assistant role  <b>(A, I)</b>
<b>Skills and Knowledge</b>	To be able to provide and ensure the consistency of care and support to the learner group.  Ability to run learning activities for a small group of students  Ability to lead a small team  To have proven experience of promoting learning, assessing learning, and recording learner progress and achievement.  Ability to assist the Tutor / Teacher in delivering the curriculum  Ability to communicate effectively both verbally and in writing	Leadership and supervisory skills  Interest and skills in an enrichment activity (e.g., sport, music, art, or dance)  Knowledge of specialist areas such as Autism, Epilepsy, PMLD, vocational/employability and Challenging Behaviour  <b>(A, I)</b>

	<p>Good organisational and time management skills</p> <p>Ability to prioritise and respond to differing demands as required</p> <p>Proven IT skills</p> <p>Evidence of attending and implementing workplace training and proactively developing skills</p> <p><b>(A, I)</b></p>	
<p><b>Personal Qualities</b></p>	<p>Sensitivity, integrity, adaptability, and flexibility.</p> <p>Willingness to undertake training and continual professional development</p> <p>Highly reliable and committed to providing a high level of support and care</p> <p><b>(A and I)</b></p>	



## Values and Behaviours

All employees are expected to demonstrate the values of the organisation.

### Value: **Young people at the centre of everything we do**

- Our work is driven by the experience and voices of young people.
- We support young people to be advocates for change.

### Value: **We work together to make a greater difference**

- We believe a culture of partnership and collaboration is the best way to achieve positive lasting change for young people with epilepsy.

### Value: **We are ambitious and courageous for change**

- We promote and uphold their rights of young children and young people with epilepsy.
- We campaign for their voices and best interests to be respected.

## Youth Inclusion and Participation

**Youth Voice Network Skills and Qualities - *These desired skills and qualities have been selected by young people in the Youth Voice Network. We expect all employees to share a commitment to the participation and engagement of children and young people and their voices.***

- **Empathy:** The ability to understand and share the feelings of others, particularly young people with epilepsy.
- **Understanding:** The capacity to comprehend and appreciate the unique challenges faced by young people and to approach them with a non-judgmental attitude.
- **Patient:** The ability to remain calm and composed when dealing with challenging situations and to work at a pace that suits the individual needs of young people.
- **Encouraging:** The willingness to support and motivate young people to achieve their goals without being condescending or patronizing.
- **Effective communication:** The ability to communicate with young people clearly, concisely, and accessibly.
- **Approachable & friendly:** The capacity to create a welcoming and enjoyable environment for young people to learn and grow.
- **Youth advocacy:** The willingness to champion young people and advocate for their needs and rights
- **Empowering:** The capacity to empower young people to take ownership of their own learning and development.
- **Resilient:** The ability to deal with challenging and potentially sad situations and to remain calm and composed under pressure.

Name of post holder:

Signature:

Date: