**CITY OF BRISTOL COLLEGE**

**PERSON SPECIFICATION**

**TEAM: ALS and Learning Support JOB TITLE: Learning Assistant JOBS REF: 00028**

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| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| Qualifications | Educated to level 3 or equivalent.  BSL Level 3 minimum for CSWs working with BSL users  BSL Level 2 minimum + Level 2 Certificate in Manual or Electronic Notetaking for Deaf People (CACDP or equivalent) for CSWs working with oral learners who may use some sign  Level 2 English qualification for those working with Deaf/Hearing Impaired | A recognised academic qualification or other professional qualification relevant to the role.  A specialist qualification in some aspect of Additional Support  For those working with Deaf/Hearing Impaired students:  Signature Level 3 Certificate in Communication Support Work for Deaf Learners, or equivalent  Signature/IBSL - BSL NVQ Level 3 or 6 or equivalent  Interpreting skills at Level 6  NVQ 2 or 3 in Lipspeaking  NVQ/Stage 2 or 3 in Notetaking/Electronic Notetaking  Level 2/3 in Communication and Guiding Skills with Deafblind people  Level 3 Award in Modifying Written English texts for Deaf people  OCN Level 3 Notetaking for Learners with Disabilities  CIEA OLM  Deaf Studies degree  General degree (BA/BEd/BSc)  English Level 3 |
| Experience | Delivery of Additional Support or Coaching or related service related to this role  For those working with Deaf/Hearing Impaired students - Experience of interpreting and/or note taking in a variety of settings  A detailed understanding of current trends and issues in planning and meeting individual support needs  A working knowledge of the Social Model of support and of the Cultural/linguistic minority model, for those working with Deaf/Hearing Impaired students  An understanding of the role of individual records in data collection and audit compliance  Experience of working within budget constraints to maximise efficiency | An understanding of the wider changes and challenges facing the FE sector.  A detailed understanding of barriers to effective student participation, and how to tackle such barriers  Experience of having assessed individuals and created learning plans  For those working with Deaf/Hearing Impaired students:  Experience of interpreting and/or note taking in an educational setting  Experience of language modification (written) |
| Skills, Abilities and Competencies | Ability to promote a first class learner focused approach to assessment and support  Excellent interpersonal and communication skills, and for those working with Deaf/Hearing Impaired students, clear in communicating spoken and written English, and BSL  Be able to undertake research and evaluate the quality of services  Ability to develop positive, collaborative working relationship with partners, and stakeholders  Have the skills to build effective relationships with young people, colleagues and other professionals  Commitment to self-development and the development of others. |  |
| Personal Qualities | The successful candidate will show a strong commitment to and lead exemplary behaviours maintaining an ethos of equality and diversity across the College.  The successful candidate will promote and engender a safe environment for young people and vulnerable adults. |  |