

**ST. JOHN'S**



**Ambitious  
about Autism**

# Lead Learning Support Worker

Job description, 2024

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# Job description

<b>Job title</b>	Lead Learning Support Worker	<b>Team</b>	Education
<b>Job band</b>	<b>Band</b>	<b>Reporting to</b>	<b>Lead Practitioner</b>
<b>Hours</b>	40 hours per week  Monday – Friday 8:30am – 4:30pm Term time only	<b>Line manages</b>	Learning Support Worker

**Approved by:** Head of Autism and Learner Support Team      **Updated:** July 2024

## About St John's:

St. John's is a non-maintained specialist provision, working with autistic people, the majority of whom also have learning disabilities. Some of our learners have co-occurring conditions such as epilepsy, hearing or visual impairments, or mental health needs. We also support autistic learners who have an additional profile of Pathological Demand Avoidance (PDA) syndrome.

Each learner's curriculum is shaped by their individual strengths, interests, and challenges. We support our learners to develop their skills in the areas of:

- Difference in social communication and interaction
- Self-reliance and problem-solving
- Sensory
- Emotional Well-being

St. John's has an outstanding training package which ensures our learners are supported by a highly skilled staff team who respect their choices and lifestyle. We have high expectations for our learners, helping them to achieve success in their future lives.

## Role purpose

The role of a Lead Learning Support Worker is to recruit, supervise and manage all new Learning Support Workers, ensuring that they have a thorough induction into the organisation and have full awareness of the expectations of their role, in order to ensure the highest standards of learning support are maintained within St. John's

## Key accountabilities and dimensions

1. The supervisory and managerial duties include:
  - Further developing and participating in the recruitment process of LSWs and bank staff; including interviewing and shadow shifts.
  - Providing induction and job familiarisation training for all new LSWs.
  - Managing all new LSWs during their 6 month probation period
  - Holding monthly 1:1 line management / probation meetings with all new LSWs
  - Identifying any training needs for new LSWs
  - Managing LSW performance that requires improvement and holding others to account, including through informal performance processes (such as Development Plans arising from the LSW observation process) and formal performance processes (such as Performance Improvement Plans, as agreed with HR)
  - Attending timetabled sessions, acting as role model to Learner Support Workers in the development of teaching support skills and transferring specialist autism practice and expertise.
  - Assisting CLT in following up any organisational matters regarding Learner Support Workers such as implementing new systems and processes.
  - Working with the residential staff to ensure good handovers and effective joint working takes place.
2. To undertake Learner Support Worker observations to ensure the highest standards of autism practice, providing feedback and recommending developmental areas. This includes:
  - Carrying out formal observations of LSWs, including joint observations with the Head of Autism
  - Providing the LSW with verbal and written feedback.
  - Liaising with the LSW's line manager regarding feedback for supervisions.
  - Identifying training needs to support the LSW in their professional development.
  - Liaising with Teaching staff and Lead Practitioner in the collation of observation data.
  - Carrying out college-wide training needs analysis of Learning Support Workers to ensure continued self-development of staff and updated skills.
3. To work with the Transitions team in the management of prospective learners' initial assessment process. This includes:

- Attending assessment visits alongside PBS and feeding back to the admissions panel.
- Co-ordinating and supporting assessment learners in designated Tutor Groups and planned sessions for the duration of their visit.
- Where relevant, contacting current providers regarding resources, support levels, and approaches to best support the assessment learner
- Ensuring relevant paperwork has been read and visual schedules and resources have been prepared for the assessment learner, preceding a visit.
- Providing detailed feedback on the Learner Assessment Profile/Education Pastoral Assessment form within a week of the visit.
- Liaising with Teachers, tutors, LSWs, residential staff and the Wellbeing Team to disseminate knowledge gained through the assessment period, including sharing use of resources, approaches and support levels.
- Providing transitional support for new learners as part of the learners' timetables. This will include providing consistency for learners (and a familiar face) from their initial assessment days through to their transition period into the college, sharing knowledge and expertise gained through coordinating and supporting them during their assessment period, and modelling support to colleagues (LSWs, teachers and tutors).

4. To provide input to specific learners, groups or teams of staff through interventions (informed by observation criteria and Team Around the Learner [TAL] meetings) e.g. developing independence or improving wellbeing and quality of life in line with our Ambitious Approach.

- Attending and constructively contributing to meetings (e.g. TAL meetings) as required.
- Continuously assessing support levels within the tutor groups, and modelling the promotion of learners' independence skills
- Developing interventions and providing intervention support where specific learner needs arise e.g. providing additional support to LSWs in timetabled sessions by modelling the use of an intervention to promote a learners' engagement in learning or to reduce support levels.
- Assisting the Lead Practitioner and Operations team, by ensuring Learner Support Workers utilise Databridge appropriately and raise any issues with the timetable.
- Providing advice and guidance to promote improvements in current practice.
- Liaising with Teachers and the Wellbeing team.
- Supporting the Head of Autism by ensuring relevant information (e.g. environmental, observational, training) is up to date.

Assisting the education staff in following up any organisational matters regarding learners

## Additional duties:

- Demonstrate a continual commitment to safeguarding and promoting the welfare of children and young people.
- To uphold Ambitious about Autism policies to protect and safeguard pupils in order to secure their health, safety and wellbeing.
- Demonstrate a continual commitment to the promotion of diversity initiatives and the sharing of best practice in line with Ambitious about Autisms Equality, Diversity and Inclusion policy and procedures.
- Ensure the highest degree of confidentiality and data protection of all materials
- Demonstrate the vision and values of Ambitious about Autism in everyday work and practice, upholding the ethos of challenge and support where all pupils/learners can reach their full potential and maximise their engagement in learning.

This job description forms part of your Terms and Conditions of Employment and should be kept with a copy of your contract.

All of the above is an outline Job description and may be subject to change, according to the needs of the service, in consultation with the post holder. This job description details only the main duties & responsibilities of the post, it is not intended as an exhaustive list

# Person specification

Role and band competencies	Essential
Specific knowledge, experience and technical skills	
1. Minimum C Grade in Maths and English Willingness to develop whilst in post	X
2. Excellent classroom practitioner	X
3. Demonstrable experience of professional communication and interpersonal skills, both written and verbal	X
4. Experience of working with multidisciplinary teams	X
5. Experience of MIS packages such as Databridge and Behaviour Watch	X
6. Experience of working with learners with Autism Spectrum Condition and complex needs.	X
7. Experience of supporting organisation's assessment for learning processes	X
8. Demonstrable knowledge of how to enhance learners' social and personal development.	X
9. Managerial experience.	X
Personal attributes	
1. Commitment to working and supporting children and young people to become as independent as possible	X
2. Willingness to embrace, articulate, and work with St. John's objectives, visions, and values	X
3. Commitment to promoting and safeguarding the welfare of both learners and your colleagues at St. John's	X
4. Willingness to develop knowledge and understanding around behaviour and having a non-judgmental approach to Positive Behaviour Support	X
5. Commitment to learning and development	
6. Awareness of the importance of confidentiality	X
7. Good appreciation of health and safety in the workplace, data protection principles and equal opportunities.	X

## How to apply

Stage	Timescale
Closing date for applications	<b>9<sup>th</sup> October 2024</b>
Candidates informed of outcome of application	<b>10<sup>th</sup> October 2024</b>
Interviews	<b>TBC</b>

If you would like to find out more about this exciting opportunity, need any further information or wish to have an informal discussion please contact Ben Lowe, **Recruitment Manger** [\\_blowe@ambitiousaboutautism.org.uk](mailto:blowe@ambitiousaboutautism.org.uk)

### Equal opportunities monitoring

*Ambitious about Autism is fully committed to equality of opportunity and diversity and we warmly welcome applications from all suitably-qualified candidates. We welcome applications regardless of race, colour, nationality, ethnic or national origins, religion or belief, sex, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, disability, or age. All applications will be considered solely on merit.*

*Ambitious about Autism is committed to safeguarding and promoting the welfare of children and young people and successful candidates will be subject to an Enhanced DBS check.*

# We are Ambitious about Autism

Ambitious about Autism is the national charity standing with autistic children and young people.

We believe every autistic child and young person has the right to be themselves and realise their ambitions.

We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.

## Contact us

The Pears National Centre for Autism Education  
Woodside Avenue, London N10 3JA

☎ 020 8815 5444

✉ [info@ambitiousaboutautism.org.uk](mailto:info@ambitiousaboutautism.org.uk)

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Ambitious about Autism Schools Trust is an exempt charity in England and Wales and a registered company: 08335297.