

# Job Specification

## Learning Support Assistant Learning Support (Maternity Cover)

<b>Responsible to:</b>	Learning Support Assistant (Maternity Cover)
<b>Responsible for:</b>	N/A
<b>Grade of post:</b>	Grade 3, Spine Point 12-13
<b>Hours of work:</b>	22.2 hours, term time (36 weeks), Fixed Term to 07.07.2023
<b>Work location:</b>	Rodbaston Campus
<b>Code:</b>	HR2122-148A

### Job Purpose:

To provide outstanding support for students who have a specific learning difference and or disability, that enables them to develop strategies and gain independence to achieve their career aspirations.

Support includes all aspects of the student's journey, including personal, social, health and welfare development.

### Key Duties & Responsibilities

1. To work seamlessly with the lecturer to provide outstanding support for students in a range of vocational subjects and levels to achieve the outcomes as detailed in their EHCP or support plan.
2. To enable students with a wide range of learning differences to engage with supportive strategies and assistive technologies that support them to make progress.
3. To provide personal care for students as appropriate as detailed in their EHCP or support plan.
4. To undergo direct classroom observation and take part in peer observation when appropriate.
5. To participate in activities that drive improvements in the quality and effectiveness of support for student with specific learning differences.
6. To safeguard and ensure the wellbeing of students, including taking responsibility for reporting child protection matters.

### Other Duties and Responsibilities

- To carry out all duties in accordance with the College's Health and Safety, Safeguarding & Equality & Diversity policies and procedures, practices and procedures.
- To carry out any other duties as directed by your Line Manager.

## Safeguarding

The College considers that the job holder for this role should have a **DBS Enhanced (Child and Adult)** disclosure.

### Role Specification

<p>Communication – Oral and written</p>	<ul style="list-style-type: none"> <li>• Use a variety of communication methods, media and technology to engage, motivate and inspire students</li> <li>• Maintain timely and accurate records that detail the impact support provided has on students' progress toward their outcomes</li> <li>• Communicate effectively during team meetings, liaise with colleagues, and share best practice</li> <li>• Share information which has a positive impact on students, colleagues, and key stakeholders</li> <li>• Actively promote Equality and Diversity/British Values through resources and support.</li> </ul>
<p>Teamwork &amp; Motivation – internal or external, can be fixed, matrix, project groups</p>	<ul style="list-style-type: none"> <li>• Engage, motivate, and inspire students you support to achieve their targets</li> <li>• Work with colleagues professionally and effectively to achieve targets set by the Learning Support Manager</li> <li>• Work seamlessly with the lecturer to provide effective individual support and an appropriate environment to meet the needs of all learners</li> <li>• Engage and contribute to team meetings that monitor students, to maximise their progress and achievement</li> <li>• Support peers by sharing good practice in effective support</li> <li>• Regularly liaise with your line manager to ensure highly effective support is in place for all aspects of the student experience.</li> </ul>
<p>Liaison &amp; Networking – Liaison is making and maintaining individual work-related contacts; network is interconnecting group of people (internal and/or external)</p>	<ul style="list-style-type: none"> <li>• Liaise with appropriate learner services staff to provide intervention as appropriate and a holistic approach to supporting learners</li> <li>• Maintain links with specialist support agencies that support student's progression and welfare on their program</li> <li>• Work with internal groups to network, create and liaise to enhance the organisation's working practices.</li> <li>• Engage in networking opportunities with key stakeholders during events or CPD days.</li> </ul>
<p>Service Delivery – customer is anyone receiving services</p>	<ul style="list-style-type: none"> <li>• Create a positive image of the organisation by being responsive and prompt in responding to requests</li> <li>• Respond to breakdowns, system or mechanical failures or predictable requests for help. For example, ensuring you have alternative options to support learners if technology fails</li> <li>• Respond to requests for information from students and staff</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure the support you provide is delivered to the organisation's standards.</li> </ul>
Decision Making – relates to finance, physical resources, students, staff, and policy	<ul style="list-style-type: none"> <li>• Show initiative and be willing to take part in making decisions within the role</li> <li>• Decide on the right strategies, approach, or assistive technology to support students effectively and to maximise their independence</li> <li>• Support the lecturer to decide on other resources that will aid students to achieve their outcomes.</li> </ul>
Planning & Organising – financial, capital and people	<ul style="list-style-type: none"> <li>• Work in line with the organisations policies and procedures and ensure your timetabled day is adhered to</li> <li>• Plan and provide high quality and effective support to meet needs of students</li> <li>• Ensure support resources contribute to the quality of the provision</li> <li>• Promote and support maths, English, ICT and employability skills to ensure students can prepare for their progression</li> <li>• Ensure students are supported to prepare for formative and summative assessments</li> <li>• Promote high expectations of students learning and behaviour</li> <li>• Support learners to prepare for work experience.</li> </ul>
Initiative & Problem Solving – identifying actual/potential problems, considering/devising solutions, implementing. Consider acting within given boundaries.	<ul style="list-style-type: none"> <li>• Challenge inappropriate student behaviour and report it to their lecturer if it persists</li> <li>• Problem solving and using initiative in times of need</li> <li>• Solving routine IT system failures and reporting as appropriate</li> <li>• Support and utilise strategies to ensure retention and achievement is maximised.</li> </ul>
Investigation & Analysis – includes research	<ul style="list-style-type: none"> <li>• Engage in research of strategies, approaches and technologies that will provide the most effective support for students with specific learning differences to become as independent as possible and enable them to achieve their career aspirations.</li> </ul>
Sensory & Physical Demands – uses senses singly or in combination and use of physical skills/ effort	<ul style="list-style-type: none"> <li>• Be confident and competent with specialised support equipment or techniques to meet student needs</li> <li>• Be confident and competent to aid students to use assistive technology and apps such as reading pens and text to speech software, screen overlays</li> <li>• Use Microsoft online and standard office equipment</li> <li>• Use College systems to input data or finding information</li> <li>• Thorough use of College systems to capture information to create a detailed picture of the student journey.</li> </ul>

<p>Work Environment – conditions under which they work. Risk/H&amp;S</p>	<ul style="list-style-type: none"> <li>• Be confident and competent to support students with specialised environments related to subject specialist area</li> <li>• Comply with the student’s individual risk assessment to ensure their safety and report any issues to the lecturer or your line manager</li> <li>• Comply and adheres to standard health and safety guidance regarding self and others, and reports concerns to others for action</li> <li>• Complete mandatory Health and Safety training.</li> </ul>
<p>Pastoral Care &amp; Welfare – physical, mental health &amp; wellbeing</p>	<ul style="list-style-type: none"> <li>• Encourage, motivate and inspire students in all aspects of their learning journey</li> <li>• Provide academic and pastoral support to students, including referring to other appropriate support services</li> <li>• Support positive behaviour and attitudes</li> <li>• Report issues to the lecturer that may initiate the disciplinary process</li> <li>• Ensure all students feel safe in College and they understand how to keep themselves safe in different situations</li> <li>• Report safeguarding issues to the Safeguarding team as appropriate.</li> </ul>
<p>Team Development – coaching, development of team (not others)</p>	<ul style="list-style-type: none"> <li>• Assist colleagues and help new employees settle in</li> <li>• Participate in the College induction process</li> <li>• Engage in activities to share good practice.</li> </ul>
<p>Teaching &amp; Learning - Support all types of teaching and learning support outside of immediate work team</p>	<ul style="list-style-type: none"> <li>• Provide outstanding, effective and targeted support for students with a specific learning difference to participate fully in their learning program</li> <li>• Liaise with lecturers to ensure students are making good progress and additional strategies or adaptations are implemented in a timely manner</li> <li>• Promote and support retention, achievement, attendance and progress of all students</li> <li>• Support an inclusive learning environment that reflect and value the diversity of all students.</li> </ul>
<p>Knowledge &amp; Experience – knowledge acquired through education/ qualifications and experience</p>	<ul style="list-style-type: none"> <li>• Experience of working within a diverse environment of active students</li> <li>• Current knowledge and experience of a wide range of learning differences and strategies that create equal access to teaching, learning and assessment</li> <li>• Experience of interpreting EHCP’s or support plans that provide a good transition into college</li> <li>• Experience of providing personal care</li> <li>• Knowledge assistive technology to enable independent learning</li> <li>• Actively source information or new technologies that aid continuous development to provide the best possible support for students</li> </ul>

	<ul style="list-style-type: none"> <li>• Experience of following established practice, procedure or techniques.</li> </ul>
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### PERSON SPECIFICATION

<b>Education/Qualifications</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
<ul style="list-style-type: none"> <li>• Level 2 - Certificate in Supporting Teaching and Learning or equivalent</li> <li>• GCSE A* - C in Maths and English (Grades 9 – 4) or equivalent</li> <li>• Safeguarding, Prevent, Equality and Diversity, GDPR and Health and Safety training to be completed within one month of appointment</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> <li>✓</li> </ul>	
<i>Desirable:</i>			
<ul style="list-style-type: none"> <li>• Level 3 - Certificate in Supporting Teaching and Learning or equivalent</li> <li>• GCSE A* - C in ICT (Grades 9 – 4) or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>		
<b>Experience and Technical Skills</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
<ul style="list-style-type: none"> <li>• Experience of supporting the teaching, learning and assessment process in Further Education or a similar setting for students with a learning difference and or disability</li> <li>• Knowledge and experience of using supportive strategies to enable students with a specific learning difference</li> <li>• Experience of using assistive technology</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	
• <i>Desirable:</i>			
<ul style="list-style-type: none"> <li>• Experience of providing personal or intimate care</li> <li>• Experience of using specialist software</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>	
<b>Personal/Behavioural Attributes</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
<ul style="list-style-type: none"> <li>• Ability to engage, motivate and inspire young people</li> <li>• Personal warmth, openness and sensitivity</li> <li>• Relate well to people from all backgrounds and treat everyone with respect and is consistently helpful, positive and collaborative</li> <li>• Emotional resilience in working with challenging behaviour</li> <li>• Excellent verbal and written communication, organisation and interpersonal skills</li> <li>• Highly motivated to personal and team achievement</li> <li>• Ability to use logic and information to achieve targets</li> <li>• Excellent levels of accuracy and attention to detail</li> <li>• Innovative, creative and flexible</li> <li>• Ability to recognise discrimination and demonstrate an awareness of equality and diversity</li> <li>• Up to date professional development of supporting young people and adults with learning differences</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	
<b>Other Requirements</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
<ul style="list-style-type: none"> <li>• Clean enhanced DBS (Child &amp; Adult) record.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>		

S/L = Short Listing      I= Interview      A=Assessment