

## Role Description

<b>Role Title:</b> Learning Assistant	<b>Pay Grade:</b> £20,245 - £20,648 (Pro rata for 38-week term-time-only contract)
<b>Normal Place of Work:</b> South Bristol Skills Academy (BS14), Parkway (BS34)	<b>Line Manager:</b> Learning Support Team Leader
<b>Normal Working Hours:</b> Various across Monday - Friday	<b>Responsible For:</b> No Line Management Responsibilities

### ROLE PURPOSE

The post holder is responsible for:

- A non-teaching post mainly based in the classroom supporting students with a variety of special educational needs.
- Reducing barriers to learning for students and improving chances of successful outcomes for students.
- To work closely and collaboratively with others including colleagues within Additional Learning Support (ALS) departments and curriculum staff.

### PRINCIPAL ACCOUNTABILITIES

- Carry out an effective high-quality additional learning support service, allocated by the Learning Support Team Leader.
- Provide individual and group support – in a flexible and responsive manner - to enable students to achieve their full potential.
- Personal Care where required. E.g. Use of standing frames/hoists.
- Exam Invigilation for High Needs Students.
- Supporting well-being activities.
- Administering medication where required.
- Be informed of current practice, legislation, and guidance around additional learning support in Further Education, including Education, Health and Care Plans and the Code of Practice.
- Work collaboratively with others to ensure student support plans are up to date, relevant, reviewed regularly and shared with appropriate members of staff.
- Support allocated students to achieve personal outcomes, long and short term, in regard to progression towards employment, independence, community inclusion and health.

- Liaise with and advise curriculum staff in regard to strategies for support: give guidance and interpretation of EHCPs and other provided information.
- Ensuring students with additional physical, communication, sensory and/or learning needs are able to access College safely, including support using aids as appropriate.
- Providing individual or group support during student lunchtimes and breaks.
- Providing personal care for students, as appropriate and as per support plan.
- Maintain a safe environment for students, yourself and colleagues by adhering to any specific safety plans and risk assessments, as well as College safe systems of work.
- Through the use of college systems, maintain records of student progress, including detailing the effectiveness of interventions, strategies tried and delivered and other information as required by the College, the Code of Practice and current guidance.

### Key Relationships

All posts within the College require a high degree of team working. In particular, the postholder will need to develop and maintain key relationships, including:

Curriculum staff in all areas of college
Learner Services, including Careers, SG & Welfare
Study Plus and other ALS colleagues

### Generic Responsibilities

- To represent and promote the College brand values internally and externally; acting as an ambassador for business development on behalf of the College.
- Promote the College's student first ethos, ensuring that the student experience is uppermost in policy and decision making.
- To actively promote and act, at all times, in accordance with College policies, including, but not limited to: Health and Safety, Equal Opportunities, Prevent and Safeguarding, the Staff Code of Conduct and the College's Financial Regulations.
- To actively promote and adhere to agreed College values.
- To engage in implementing changes, promoting innovation.
- To participate in the College Annual Appraisal Process, contributing to a culture of self-reflection on practice and continuous professional development.
- To facilitate the achievement of the College's quality objectives including those from external bodies.
- To undertake other reasonable duties commensurate with the level of post.

### Values

To role model the College values of: inclusivity, honesty, respect and ambition

### Behaviours

To role model and consistently exhibit: student focus; high expectations and aspirations for all; focused on progression and employment; pride in what we do and our place in the city; collaborative and continually improving.

## Person Specification

	Essential	Desirable	How assessed*
<b>QUALIFICATIONS</b>			
A recognised academic, professional or specialist qualification in an aspect of Additional Support, youth work, mentoring, support or guidance		X	AF/Cert
Educated to level 3 or equivalent.		X	AF/Cert
<b>KNOWLEDGE AND EXPERIENCE (UP TO DATE/ CURRENT)</b>			
Delivery of supporting individuals or delivering Additional Support, youth work, mentoring or related service.	X		AF/IV
Understanding of current trends and issues in meeting individual support needs, including Education, Health and Care Plans		X	
Willingness and commitment to developing a working knowledge of Education, Health and Care Plans.	X		AF/IV
An ability to keep individual records in regard to students, including data collection and audit compliance and creation of learning plans.	X		AF/IV
A clear understanding of barriers to effective student participation, and how to tackle such barriers	X		AF/IV
<b>SKILLS AND ABILITIES</b>			
Ability to promote a first-class person-centred approach to additional support	X		AF/IV
Excellent interpersonal and communication skills, ability to build effective relationships with young people, colleagues and other professionals	X		AF/IV
Ability to develop positive, collaborative working relationship with students and colleagues	X		AF/IV
Commitment to self-development and the development of others	X		AF/IV
A strong commitment to and lead exemplary behaviours maintaining an ethos of equality and diversity across the College.	X		AF/IV
Commitment to promote and engender a safe and inclusive learning environment for all young people and vulnerable adults.	X		AF/IV
For staff working with Deaf/Hearing Impaired students – clear in communicating spoken and written English clear in communicating in BSL	X		AF/IV

\*Assessment method:



AF = Assessed via application form

AT = Assessed via test/work-related task

IV = Assessed via interview

Cert = Certificate checked at interview

**Signed** .....

**Date** .....