

Northumberland County Council

JOB DESCRIPTION

Post Title: Learning Support Assistant (Term Time)	Director/Service/Sector: Northumberland Skills Service		Office Use
Band: 4	Workplace: Any Northumberland Skills Campus		JE ref: 4103 HRMS ref:
Responsible to: Senior Pastoral Lead	Date:	Manager Level: N/A	
Job Purpose: To support a relevant and accessible programme of learning opportunities (courses, workshops etc) for learners on an Education Programme for Young People with SEN, focusing on support for the development of basic skills and vocational learning. To develop the support in partnership with lecturing team. To assist and support learners with special educational and general learning needs.			
Resources	Staff	No staff to manage	
	Finance	To support Campus administration staff with learner enrolment and payment information as required.	
	Physical	Preparation and closedown of classroom and other learning environments. Handling and set up of specialist practical equipment, resources and materials as determined by the course. Preparing reports for an internal and external audience.	
	Clients	To guide and direct learners and ensure their health and safety and safeguarding at all times. To work with Campus staff, the sector subject curriculum lead covering the area being taught, and the Senior Pastoral Support.	
Duties and key result areas:			
<ol style="list-style-type: none"> 1. The Learning Support Assistant's (LSA) main role is to provide support for learners with special educational needs. 2. The LSA will ensure that the learner can integrate as fully as possible in the activities generally undertaken by the other learners in the class and make progress. 3. Duties will include running specific programmes and activities to assist the learners' individual learning and social needs. 4. The LSA will be responsible for implementing the targets on the learners' Individual Education Health Care Plan (EHCP) in liaison with the class lecturers. 5. To provide learning support for learners in class or in 1:1 situation. 6. To develop knowledge of the particular needs of the children and seek advice from the class lecturer and outside agencies as required. 7. To assist in the making or modify resources as suggested and advised by the Educational Psychologist or other outside agencies and the lecturer. 8. To organise and maintain an inclusive learning environment across the whole environment. 9. Provide positive reinforcements, praise and rewards to learners. 10. Facilitate inclusion in small group activities with peers and support interaction between them. 11. To attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with young people with special educational needs. 12. To provide regular feedback to the Senior Pastoral Support and, where necessary, relevant outside agencies about any learner's difficulties and progress. 13. To contribute to the learner's annual review by writing a brief report and attending the meeting. 14. To foster links between home and the Service. 15. To participate in relevant professional development as deemed appropriate. 16. To understand and apply the Service policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs. 17. To maintain confidentiality and sensitivity to the learners' needs but have regard to the safeguarding procedures of the Service. 			

18. Any other tasks and responsibilities commensurate with the grading of the position.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements: Working patterns: Working conditions:	The post may involve travel between Campuses and to employers' premises Regular day time and evening working. Some weekend working. Classrooms, workshops, employer's premises or in community venues. May involve long periods standing. May involve manual handling, lifting, carrying and erecting of resources. May involve some lone working before and after classes.
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PERSON SPECIFICATION

Post Title: Learning Support Assistant (Term Time)	Director/Service/Sector: Northumberland Skills Service	Ref: 4103
Essential	Desirable	Assess by
Knowledge and Qualifications		
<ul style="list-style-type: none"> Have experience of working with children with special educational needs in a Post 16 setting Have GCSE, 'O' Level or equivalent qualifications in Maths and English. Have NVQ2 or equivalent as recognised by the National Occupational Standards for Supporting Teaching and Learning (NOS-STL). Have knowledge and understanding of the different social, cultural and physical needs of pupils. Have an interest in how young people learn and behave. Provide appropriate role models of behaviour both in the classroom and around school Care passionately about young people, particularly those who find learning and managing their behaviour difficult. Have training in aspects of SEN, i.e. ELSA, dyslexia. 	<ul style="list-style-type: none"> Evaluation & review of learning programmes. 	A, I
Experience		
<ul style="list-style-type: none"> Have an interest in how young people learn and behave. Provide appropriate role models of behaviour both in the classroom and around school Care passionately about young people, particularly those who find learning and managing their behaviour difficult. Have training in aspects of SEN, i.e. ELSA, dyslexia. 		A, R, I

Skills and competencies		
<ul style="list-style-type: none"> • Excellent organisation and administrative skills. • Excellent communication skills both oral and written. • Proven problem-solving skills (in terms of negotiating and troubleshooting). • Be a responsible and trustworthy role model. • Have patience with young people who find conforming to rules and expectations difficult. • Have patience and be flexible and innovative with a clear understanding of how young people might behave who find learning new concepts and remembering taught concepts difficult. • Respect and maintain confidentiality but have regard to the safeguarding protocols of information sharing where necessary. • Be IT literate. 	<ul style="list-style-type: none"> • Good attention to detail and high standards towards consistent record keeping • High level of planning and organisational skills 	A, R, I, P
Physical, mental and emotional demands		
<ul style="list-style-type: none"> • Able to cope with the mental and emotional demands of teaching • Able to move, erect and dismantle training equipment and resources • Periodically dealing with customers or staff who may be angry or difficult to manage <p>Ability to remain calm and logical in stressful and difficult situations</p>		I
Other		
<ul style="list-style-type: none"> • Able to meet the transport requirements of the post • Able to obtain a satisfactory DBS clearance • Ability to meet any manual handling requirements of the post relevant to the subject area • Committed to equal opportunities and diversity within the learning environment • Committed to health and safety 	<ul style="list-style-type: none"> • Full UK driving licence and access to a vehicle for business purposes 	I

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate	

Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.