Job Title: Learning Support Assistant

Management Group: Children's Services

Department: LECB

Section: Learner Services

Reports to: Learning Support Manager

Grade: Bexley 04

Functional links with: Tutors, Learners, Learning Support Practitioners, Curriculum teams, Exams

Main purpose of the job:

To help promote the intellectual, physical, emotional, social, cultural and personal development of learners with Special Educational Needs and/or SpLD and physical needs, by supporting their teaching and learning and by providing individual support when required.

A commitment to promoting and developing equality, diversity and inclusion in every aspect of the College's activities. To assist tutors and senior staff in enabling access to learning for learners and assist in the management of learners either in the classroom or outside the main teaching area. Awareness of the importance of Safeguarding learners and staff.

Major Duties and Responsibilities:

1. To assist tutors in supporting learners in their learning – in the classroom, in groups or individually by recognising the needs of individual learners, to ensure their continuing educational development.

2. To provide support to learners to maximise their independence, including strategies and goal setting around managing their social and interpersonal skills and their transition to further education or the world of work.

3. To set challenging expectations in promoting learning progress, self-esteem and independence.

4. To support learners individually or in groups as appropriate, to ensure that their health, safety and well-being are properly maintained and monitored.

5. To maintain regular and accurate records on college systems.

6. To provide exam access support as required.

7. To attend regular 1:1 meetings with line manager to feedback on individual learner progress.

8. To be conversant with the College's policies and to have the full range of skills and knowledge to satisfy the requirements of the post.

Job Activities:

1. To maintain clear records and observations, including contributing to learners' Individual Learning Plans so that learners receive the maximum benefit from their course and their support.

2. To support the LSM, LSP and tutor to ensure challenging expectations are set.

3. To identify and report any barriers to learning that are preventing learners from progressing.

4. To provide solutions to these barriers for overall improvement of support in all accredited classes

5. To liaise with and assist tutors in fostering an attractive learning environment to ensure that learners work in stimulating surroundings.

6. To be flexible when needed. For example, to support in exams or during non-structured times, such as breaks.

Person Specification

Management Group: Children's Services

Department/Section: LECB/Learner Services

Job Title: Learning Support Assistant

Selection Criteria	Essential/ Desirable (E/D)	Method of Assessment (see key)
(a) Education and formal training		
GCSE/Level 2, English and maths (or achieve within 12 months of start date)	E	A
L2 or above specialist qualification in a SEND related subject	D	A
(b) Relevant technical experience, knowledge & skills/abilities		
Experience of supporting learners with a variety of learning difficulties	D	A/I
Experience of working autonomously and as part of a team	D	A/I
Experience of utilising a range of strategies in managing positive learner behaviours	D	A/I
Excellent communication and interpersonal skills, with the ability to put people at ease and provide a supportive environment	E	A/I
Ability to apply problem solving skills to a variety of situations, especially when supporting learners and finding ways to be creative in meeting their needs.	E	A/I
Demonstrable ability to remain calm and resilient in all situations, and the ability to meet deadlines for associated administrative requirements.	E	A/I

Competent in the use of the Microsoft suite of software specifically Outlook, Excel and Word.	E	A/I
Model appropriate behaviour including professional integrity conduct, dress code and timekeeping.	E	A/I
Positive 'can do' attitude, and able to create a positive environment for learning.	E	A/I
Maintain confidentiality in relation to nature of the work. Inclusive, collaborative and collegiate approach, working as a member of the wider teams.	E	A/I
Dedication and commitment to equality, diversity and inclusion	E	A/I
To work flexibly and efficiently whilst maintaining the highest professional standards	E	A/I
English Language Requirements for Public Sector Workers.		
Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.	E	I
Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation.	E	I
Ability to listen to others and understand their needs.	E	I
Ability to tailor your approach to each conversation appropriate to the learner/colleague responding clearly even in complex situations.	E	I

(c) Other Additional Requirements

	E	A/I

Hold a current DBS on the update system (this will be arranged at the college)	D A/I
A willingness to work evenings/weekends. If required.	

KEY:

I = Interview, A = Application Form, AT = Ability Test, PQ = Personality Questionnaire,

P = Presentation, PE = Practical Exercise, DBS = Disclosure & Barring Service, DL = Driving Licence

Applicants will be assessed against these criteria and the following high-performance indicators throughout the recruitment process.

High Performance Indicators

Values	Behaviours for staff	Behaviours for managers
Innovation	I respond flexibly and adapt to changing demands I am prepared to take managed risks to achieve better outcomes I ask 'What if…? to develop fresh thinking and innovative approaches to generate and implement solutions to improve performance and challenge the status quo	I routinely look for innovative and cost-effective ways to improve performance and customer service I champion change and deal successfully with ambiguity, enabling people to see positive and exciting possibilities for the future I take calculated risks based on available evidence and my professional judgement to learn and try new things
Leadership	I demonstrate a clear sense of purpose and direction, in line with organisational objectives I am willing to take difficult decisions My personal actions promote a positive image of Bexley	I take responsibility for my service and for making things happen to make a difference to my service users I create an environment where staff can thrive and show I value and trust staff, give praise and recognise good work I inspire, lead and encourage staff to move forward

Collaboration	I show respect for others and value contributions from internal and external partners and customers	I encourage the feeling that the team is a collective unit with shared goals
	I recognise the right solution, regardless of who initiated it	I engage with service partners and other areas of the Bexley organisation to understand the demands on others and seek solutions as One Council
	I seek out and work with partners who can help me achieve the outcomes and objectives I need to deliver	
		I network internally and externally
Listening and Responding	I acknowledge other people's viewpoints and work with them to find a win-win solution	I seek regular service user feedback and review customer data to shape service improvements
	I prepare and present information anticipating questions and problems	I ask staff for ideas on how to improve our service and how I can improve as a manager, listen to them and act on them
	I adapt my style to the audience and their needs, using the most appropriate communication channels	I empower staff to make decisions and changes to improve value for money, customer service and productivity
Open and Accessible	I see issues from the customer / user perspective	I am accessible to my service users, customers, staff and Members
	I monitor customer feedback and level of satisfaction with the service they receive, and use this to improve and pre-empt customer needs	I communicate and share a clear vision for the bigger picture as well as specific service areas
	I seek to build and maintain positive relationships with customers and partners	I outline what is expected of individuals and their contribution to the whole, and am consistent in my expectations
Impact	I prioritise my activities and resources to focus on those which have the most impact for residents	I design services that provide value for money and deliver our outcomes, informed by evidence

I take responsibility for making things happen and achieving my objectives	I produce, prioritise and adapt plans to meet changing requirements
I make decisions and clear recommendations based on my professional opinion and experience, informed by a range of information and evidence	I set interim goals to achieve notable wins on the way to larger objectives
	I deal with poor performance