

JOB DESCRIPTION

Post: Communication Learning Support Practitioner (LSP)

Responsible To: Lead LSP

Summary of Post:

To support students, who have specific communication needs including speech, language and communication needs, hearing and visual loss, to undertake a range of programmes and/or qualifications from entry 1 up to level 6 including Functional Skills and GCSE English and maths.

To work as a member of a team to support students in small groups or 1:1 in the classroom/workshop or community setting

Specific Duties:

1. To provide BSL signed support or specific communication support that requires additional training or experience.
2. To raise staff and student awareness of communication needs in the classroom specific to hearing and visual loss, speech, language and communication needs.
3. To support the communication needs of students through the preparation of resources appropriate to need, working with lecturers to ensure assessment methods are suitable and ensuring students can access all parts of the college experience.
4. To provide support throughout the year for students with a range of needs in a vocational, life skills, academic or work related training environment. This will include supporting at: enrolment, induction, initial assessment, on programme and breaks for vulnerable students who require support during unstructured times of the day.
5. To support the management of student's behaviour in class and in small groups and take appropriate action in liaison with the lecturer and/or lead, working within the college disciplinary and supporting the management of behaviour procedures and rules for student conduct.
6. To develop strategies with students to enable them to develop an ability to overcome their barriers to learning independently.

7. To work under the direction of a Lead or Additional Support Tutor in undertaking personal, social, achievement activities for individual and small groups of students which may include: promoting social, independent living, work skills, and travel training.
8. To support students to enable them to identify their key areas to develop so that they learn to manage their response to situations and behaviour in order to progress their learning.
9. To implement strategies to motivate and engage students.
10. Contribute to the monitoring of student's progress towards their outcomes, and contribute and partake in students annual reviews.
11. To be informed and undertake training in the use of any assistive technology and equipment available that may support students understanding. To assist with the general medical/hygiene/feeding needs of a student as required, that do not require specific training. To assist with personal care and mobility needs and which may include manual handling and the use of a hoist.
12. To be flexible to the changing demands of learning support throughout the year including in year changes to timetabled sessions and CPD activities.
13. To work with students with risk assessments. To follow the responsibilities as outlined on risk assessments and contribute to the review of the risk assessments.

General Duties and Responsibilities:

1. To participate in the staff support & development scheme and to undertake training based on individual and service needs.
2. To take a lead in creating or to promote a positive, inclusive ethos that challenges discrimination and promotes equality and diversity.
3. To comply with legislative requirements and College policies and guidelines in respect to health & safety and data protection.
4. To demonstrate positive personal and professional behaviour as specified in the Staff Code of Conduct.
5. To undertake continuing professional development to support our culture of continuous improvement.
6. To partake in quality assurance systems.
7. To meet minimum relevant occupational standards.
8. To keep up to date with the skills required to fulfil the role.
9. To undertake any other duties commensurate with grade as may be reasonably requested.
10. You will be responsible for protecting staff and learners from all preventable harm as per Safeguarding procedures.

Please note:

This job description is a guide to the work you will initially be required to undertake. It summarises the main aspects of the job but does not cover all the duties that the job holder may have to perform. It may be changed from time to time to meet changing circumstances.

It does not form part of your contract of employment and as your experience grows, you will be expected to broaden your tasks, suggest improvements, solve problems and enhance the effectiveness of the role.

	EMPLOYEE SPECIFICATION	Application	Interview	Shortlisting
Skills				
1.	A knowledge and understanding of how a range of conditions can impact on learning	✓	✓	4
2.	Knowledge of safeguarding (including the prevent agenda) and the implications for a vulnerable young person.	✓	✓	6
3.	Ability to effectively support students with their academic skills in small groups across a range of curriculum areas including pre-entry to Level 3 qualifications.	✓	✓	4
4.	Ability to effectively support students with their social and life skills in small groups across a range of curriculum areas including pre-entry to Level 3 qualifications.	✓	✓	4
5.	Excellent question and answer skills which will foster independence and engage young adults with their learning.	✓	✓	4
6.	Ability to work as part of a team and on own initiative	✓	✓	4
7.	Willingness to assist with the mobility and specific medical/hygiene/feeding needs of students, including personal care.	✓	✓	4
8.	The ability to use a range of software (both in house systems) and MS Office to comment on students progression.	✓	✓	4
Experience				
1	Experience of supporting students who are deaf or with hearing loss and other additional learning needs such as language, sensory and behaviour_e.g. visual or hearing loss, SCLN	✓	✓	4

2.	Experience of implementing strategies to enable students to become independent learners	✓	✓	4
3.	One year's experience of supporting young people with additional needs	✓	✓	4
4.	Experience of implementing strategies for managing behaviour	✓	✓	4
Education				
1.	GCSEs in English and Maths (Grades A-C / grade 4)	✓		4
2.	Level 2 qualification in learning support (for example: Certificate in Supporting Teaching and Learning in Schools or equivalent)	✓		4
3.	Training related to the management of behaviour	✓		4
4.	Training related to a specific condition/s: Autism, ADHD, Dyslexia, Global Learning delay, Language & Communication, physical, sensory needs	✓		4
5.	British Sign Language at level 3_or relevant training or qualification related to role.	✓		4



Advice to candidates

This post is subject to an enhanced disclosure from the Disclosure and Barring Service.

In completing your application please draw attention to the extent to which you meet each of the criteria in the person specification marked as being assessed at application stage. Please use examples of where you have demonstrated the criteria with as much detail as possible to assist in the shortlisting process.

The shortlisting weighting indicates which criteria are the most important to the recruiting manager:

- 6** Minimum/critical - criteria which is essential for the role i.e. it would be extremely difficult for the person to carry out the role without already having these essential skills, experiences or qualifications.
- 4** Important - criteria that would be significant to the candidate being successful in the role. These may be skills, experiences or qualifications that have substantial meaning for the role but could be supported or taught on the job.
- 2** Other relevant - It would be great if the candidate had, but is not expected to be shortlisted.

Failure to meet all of the minimum/critical criteria would not necessarily preclude your application. Consideration will be given to experience and life skills. Continual Professional Development will be supported and encouraged.

Please be aware should we have a large number of applications for any of our roles we may complete the shortlisting of candidates based on the minimum/critical criteria only.