

## JOB DESCRIPTION

**Post:** Learning Support Practitioner (LSP)

**Responsible To:** Inclusive Learning Team Leader

### Summary of Post:

To support students who have a high level of need undertaking a range of subjects and qualifications from entry 1 up to level 3 including Functional and GCSE English and Maths.

To work as a member of a team to support students in small groups and during lectures who have: Autistic Spectrum Condition, Social, Emotional and Mental health needs, Global learning delay, Language & Communication, Sensory, Physical needs

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### Specific Duties:

1. 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.
2. 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.
3. To work under the direction of a Team 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.
4. 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.
5. To implement the common use of strategies to motivate and engage students.

6. Contribute to the monitoring of student's progress towards their outcomes, and contribute and partake in Students annual reviews of student need.
7. To develop strategies with students in order for them to develop an ability to overcome their barriers to learning independently.
8. To actively promote the safety and wellbeing of students in all activities.
9. To work with lecturers to produce course related materials that are accessible to the student, which may include visual representations of tasks and activities for students in order to support understanding.
10. To be informed of any assistive technology available that may support students understanding. To demonstrate and encourage small groups of students to maximise the use of these resources in order to promote independent learning.
11. To assist with the mobility and the specific medical/hygiene/feeding needs of a student as required, this may include personal care.
12. To support off site activities with small groups of students in order for them to meet their outcomes.
13. To liaise with the college speech and language therapist, specialist tutors for dyslexia and autism/SEMH and leads to ensure that the students support meets the strategies identified within their student profile or provision plan.
14. To attend team meetings to ensure a consistent approach is adopted with students.
15. To support students academically up to and including level 3 courses across a range of curriculum areas. To be able to support students undertaking Functional skills and GCSE English and GCSE Maths as part of their study programme.
16. To be flexible to the changing demands of learning support throughout the year including in year changes to timetabled sessions.
17. To work with students on a 1-1 basis with risk assessments. To follow the responsibilities as outlined on risk assessments. To contribute to the review of the risk assessments.
18. To use Question and Answer techniques effectively to foster students independent learning.

### **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	Applicatio	Interview	Shortlistin
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 on 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
<b>Experience</b>				
1.	Experience of implementing strategies to enable students to become independent learners	✓	✓	4
2.	One year's experience of supporting young people with additional needs	✓	✓	4
3.	Experience of implementing strategies for managing behaviour	✓	✓	4
<b>Education</b>				
1.	GCSE's in English and Maths (Grades A-C / grade 4)	✓		6
2.	Level 2 qualification in learning support (for example: Certificate)	✓		6
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

### **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.