

**Job Description**

**Senior Learning Support Assistant**

**Job Title:** SeniorLearning Support Assistant

**Section:** Inclusive Learning Support

**Grade:**  Scale 6 (pt. 26 - 28)

**Hours**: 36 hours per week, 40 weeks per year

**Base:** Richmond Campus

**MAIN SCOPE OF POST:**

To work as part of the Senior Learning Support Team under the direction of the Inclusion Manager, the EHC Co-ordinator to coordinate the provision of Inclusive Learning Support for students across all sites. To work effectively with curriculum teaching staff to provide advice and guidance on effective support strategies for both low level and High Needs students. To manage a team of Learning Support Assistants in the allocation of support areas and the completion of administration related to the role of an LSA. In line with college policies and procedures, complete the Appraisal and Classroom Observations for LSAs.

To work effectively and collaboratively under the direction of the Head of Inclusive Learning Support in building effective relationships and partnerships with Local Authorities, Feeder Schools and other professionals. To complete High Needs Forms and Annual Reviews in line with statutory guidance to secure High Needs funding and progression for High Needs Learners. To work closely with the Admissions Team to ensure that the Additional Support needs of learners are fully met and that support provided is to the highest standard. To work closely with Internal and External professionals with regards to Professionals Meetings, LAC, and the delivery of Social Skills workshops.

**MAIN DUTIES OF POST:**

* To provide one-to-one support, small group support and whole group support both direct and indirect, for students with a wide range of additional support needs, primarily within the learning environment.
* Interview, assess, recommend, monitor and timetable appropriate support for students with a range of Special Educational Needs and Disabilities.
* Act as an advocate for students on program to ensure that recommended support is provided and that support strategies are being provided as advised. Advise teaching staff on appropriate strategies for supporting students and on the differentiation of learning materials.
* In consultation with lecturing staff, design and negotiate individual learning programmes/action plans with students. In consultation with lecturing staff develop language, introduce technical vocabulary and explain underlying concepts and prepare supporting materials including for examination requirements as directed.
* To liaise between student, tutor and peer group to facilitate successful integration of students.
* To participate in the modification and adaptation of language and curriculum content where appropriate.
* To assist in timetabling and providing particular arrangements for student testing and assessments e.g. invigilating/reading/scribe.
* To liaise with the Specialist Examinations Officer and the curriculum staff to ascertain the students who require Exam Concessions, gather the appropriate evidence and refer those who need to be further assessed by the Specialist Examinations Officer.
* To work alongside the Teaching staff to ensure that support recommendations are delivered within the classroom.
* To ensure adequate record keeping of a team of staff relevant for monitoring students’ progress, progression and for the purposes of audit and Inspection.
* Supervise and manage a team of Learning Support Assistants, monitoring the teams progress through Probation, Appraisal and Classroom Observations and act as a Mentor to new staff and staff that require improvement.
* Assist the Inclusion Manager in timetabling staff and students making necessary cover arrangements to cover students at all times in the case of absences or changes in the timetables.
* Conduct Professional Development interviews with staff as appropriate and take part in the College's Professional Development scheme.
* Work closely with the EHC Coordinator to organise and complete Annual Review (EHCP) meetings for High Needs Learners ensuring that; Reports are available and sent within an appropriate time for the meeting to take place, liaising with internal/external professionals to secure attendance at the meetings, providing annotation of the EHCP and updating the EHC Annual Review paperwork in line with statutory duties.
* Complete High Needs forms in line with Local Authority time lines to secure High Needs funding for progressing and new High Needs learners.
* Adaptation and development of current working materials/processes to ensure they are functional and efficient in addition to working compliantly with existing paperwork from funding bodies.
* Liaise with Admissions with regards to the declaration of ALS needs, complete learning support interviews to ascertain the level of support required for individual learners with High Needs and Low Level SEN needs and create individual support plans.
* Attend professionals’ meetings to impart information with regards to the progression/welfare of vulnerable groups of students: LAC, Safeguarding, SEND, etc.
* Work collaboratively with the Speech and Language Therapist to support students who need to develop their Speech and Language and Social Skills and in the delivery of Social Skills groups.

**Administration**

* Work closely with the EHC Co-ordinator and Senior Administrator for ALS to ensure that funding for High Needs students and students in receipt of low level ALS is captured and the relevant paperwork completed in accordance with the ESFA and Local Authority Business Cycles.
* Work with the Head of Inclusive Learning Support and the Senior Administrator for ILS to create and maintain both electronic and paper-based filing systems.
* Be responsible for the line management of a team of LSAs including appraisal, observation and staff development.
* Actively develop collaborative partnerships with the Curriculum Areas, to ensure that staff are aware of individual student needs and the recommendations to support them effectively.
* Provide Initial Interviews for High Needs learners and learners with low level support needs, provide advice and guidance on effective support strategies and obtain relevant evidence required for funding requirements.

**Safeguarding Children and Vulnerable adults**

* Understand and comply with Safeguarding legislation and ensure that best practice is embedded in all working practices as required.
* Commitment to Safeguarding and promoting the welfare of children and vulnerable adults, ensuring that this commitment is demonstrated in all aspects of the role as appropriate.

**General**

* Be aware of, and comply with, legislations/competence standards relevant to the work of the Directorate.
* Understand and comply with all college policies, including the Policy to promote Equality of Opportunity
* Assist as required during examination and enrolment periods.
* Be conversant with Health and Safety and Safeguarding requirements
* Participate in the Staff Learning and Development, Review and Appraisal Scheme.
* Undertake such duties and/or hours of work as may reasonably be required of you, commensurate with your grade and general level of responsibility, at your main place of work or at any other

**Further Education is an ever-changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work. This job description will be reviewed annually during the appraisal process and will be varied in the light of the business needs of the College.**

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| **Senior Learning Support Assistant** **Person Specification** | **Essential** | **Desirable** | **Assessed by\*** |
| **Qualifications and training** |  |  |  |
| Good standard of general education | **ü** |  | Cert/AF |
| Additional Training around SEND legislation |  | **ü** | Cert/AF |
| Specialist Qualification in aspects of SEN (Inc. ASD, SPLD) |  | **ü** | Cert/AF |
| **Knowledge, Skills and Experience**  |  |  |  |
| Experience of providing learning support to people with learning difficulties and disabilities, including low level and High Need students | **ü** |  | AF/IV |
| Experience of assessing children and young people to identify their individual needs | **ü** |  | AF/IV |
| Knowledge of the range and types of interventions available and their effectiveness | **ü** |  | AF/IV |
| Experience of producing individual Care Plans and Risk Assessments |  | **ü** | AF/IV |
| Experience of liaising with necessary professionals in the development of Individual Care Plans |  | **ü** | AF/IV |
| An understanding of the Equality Act 2010 and the SEND Code of Practice | **ü** |  | AF/IV |
| Ability to deal sensitively and confidently with people, including parents, teachers and the SEND team | **ü** |  | AF/IV |
| Experience within a Secondary, FE or Care setting and experience of managing a team of Learning Support or Care staff |  | **ü** | AF/IV |
| Ability to effectively supervise and manage a team | **ü** |  | A/IV |
| Ability to organise LSA resource effectively and experience of organising staff timetables |  | **ü** | A/IV |
| Ability to be pro-active and anticipate support required for students’ needs, and respond to frequently changing priorities | **ü** |  | A/IV |
| Good literacy and numeracy skills | **ü** |  | AF/IV |
| Good organisational skills | **ü** |  | A/IV |
| Ability to work effectively as part of a team and make an active contribution to team meetings | **ü** |  | IV |
| Understanding of the difficulties facing individuals with learning difficulties/disabilities | **ü** |  | AF/IV |
| An understanding of and commitment to Equality and Diversity and Safeguarding within education | **ü** |  | AF/IV |
| Good IT skills including working knowledge of Word, Excel, and databases | **ü** |  | AF/IV |
| Knowledge of effective support and intervention strategies for learners with Profound and Complex SEND |  | **ü** | AF/IV |
| **Other Skills/Personal Attributes** |  |  |  |
| Ability to communicate effectively with people at all levels in an organisation | **✓** |  | AF/IV |
| Able to form and maintain appropriate relationships and personal boundaries with young people | **✓** |  | IV |
| Dedicated and passionate about the success and achievement of disadvantaged students | **✓** |  | IV |
| A ‘can do’ attitude and ability to work to set deadlines | **✓** |  | IV |
| Emotional resilience in working with challenging behaviours and appropriate attitudes to use of authority and maintaining discipline | **✓** |  | IV |
| Able to work flexibly, including evenings and weekends in term time if required | **✓** |  | IV |
| Ability to work under pressure | **✓** |  | AF/IV |
| Commitment to own training and professional development | **✓** |  | IV |
| Self-motivated and able to work effectively without supervision | **✓** |  | AF/IV |
| **Competencies***Support staff should be able to demonstrate competency in all of the following areas:*Communication; Planning and OrganisingWorking Together; Customer ServiceAdaptability/Flexibility |  |  | AF/IV |

 \*Evidence of criteria will be established from:

 A = Application

 IV = interview

 Cert = Certificate