Orchard Hill College

Job Description

Title: Learning Support Assistant Band 1 (LSA1) **Grade: 1c/3**

Relationships

Responsible to:	Head of Centre and the Senior Leadership Team / Lecturer / STA.
Responsible for:	Supporting learners through their educational programmes. Personal care and therapy programmes and maintaining student's health and wellbeing
Reports to:	Lecturer & STA

Purpose and main responsibilities:

Ethos Vision and Values:

1. Demonstrates the mentality that students can and do achieve.
2. To engage with students during lesson and break times, promoting their independence and communication as directed by the class lecturer
3. Be aware of and support diversity and ensure all learners have equal access to opportunities to learn and develop.

Teaching and Learning:

4. Follow instructions and guidance from the Classroom Lecturer to provide support for students reinforcing their learning and constant promotion of independence. As well as a complete understanding of destinations and targets.
5. To prepare the learning environment to the standard as directed by the class lecturer, for both internal and external sessions, ensuring that resources are in place and cleared away at the end of the session as appropriate.
6. To create resources for students, under the guidance of the lecturer, using office 365 programmes and some specialised programmes following training.
7. To encourage students in all areas of the curriculum, to progress to their chosen career destination, gain greater independence in the home and promote community-based learning.
8. To promote independence and follow strategies to encourage self-reliance, self-regulation and increased self- esteem.
9. To take part in other curricular activities (including but not exclusively community-based activities; swimming, sports sessions, trampolining and DofE.)
10. To have basic ICT skills and promote the use of ICT in learning activities (such as: some Microsoft Office Packages and basic understanding of tablet use (iPads) and some internal systems).
11. Following training from the Digi School, to ensure the consistent use of Hi-tech communication aids and assistive technology across the curriculum

12. To record student achievement, including ongoing and end of term summary through a variety of methods (written observation, video, photo), evaluate and monitor progress, under guidance from the lecturer.

Positive Behaviour Support:

13. To support learners with a range of needs, including behaviours of concern in accessing a range of home, community, work related and foundation skills learning programmes, under the direction of the lecturer.
14. Understand and use a Personal Support Plan (PSP).
    - Be able to understand and follow a person's PSP.
    - Contribute to PSP in key areas, such as, likes & dislikes, activities, goals and aspirations, etc.
    - Demonstrate the ability to carry out strategies correctly.
    - Collect relevant data (information) as requested
15. Support participation in meaningful activity.
    - Find out about different activities a person likes and create opportunities for these every day Make sure there is at least one activity available at all times with necessary support available.
    - Help the person do things they do not like, but that are essential. Offer extra motivation and reward for these things.
    - Introduce new activities so that a person has more activities to choose from.
    - Support the person to develop skills in order to do things as independently as possible.
    - Keep track of what people do to make sure there is a good balance of activities which offer. variety, occur often enough and are of good quality.
16. Support safe, consistent and predictable environments
    - Use strategies to help the person predict, understand and control their environment (e.g. visual timetable, social stories).
    - Develop personal activity plans with routine activities and choices.
    - Identify and avoid if possible, aspects of the environment that may be a risk factor for challenging behaviour.
    - Use strategies designed to help people cope with difficult environments.

Nursing and Medical Needs:

17. To positively support the health and wellbeing of learners by follow the guidelines for individual support, care needs and medical interventions (including basic first aid and administration of PRN medications (EpiPen, etc.).

Therapy:

18. To ensure learner's manual handling needs are supported according to their individual guidelines. This includes but not exclusively; physically supporting students as they walk, pushing students in wheelchairs and operate manual handling equipment e.g. hoists, under guidance from colleagues/students.
19. To implement written individual programmes under the guidance of the integrated services team.
    - Communication guidelines
    - Eating and drinking guidelines (following training and sing off from the IS team)
    - Just right profile
    - Physiotherapy guidelines
20. To contribute to multi-disciplinary discussion of the student's needs, progress and required provision.

Compliance:

21. To understand and follow key documentation to ensure the safe and effective support of students, including but not limited to – Risk Assessment, Fire Evacuation plans (PEEPs), Personal Support Plan, Care Plan and Personal Behaviour Support Plan.
22. To be responsible for promoting and safeguarding the welfare of all learners. Reporting any concerns to a member of the safeguarding team.
23. Follow the Health and Safety policy and procedures to ensure the safety of learners and staff at all times.
24. To participate in staff professional development programmes and training, both internal and external as required.
25. To promote and implement all agreed College policy statements, e.g. Safeguarding of Children and Vulnerable Adults, Health & Safety, Equality and Diversity etc.
26. To work at any College centre as required.
27. To undertake such other duties of a similar nature as maybe required by the Principal.

Person Specification

Learning Support Assistant Band 1

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out based on how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. Priority 1 criteria are essential on appointment. Priority 2 criteria may be acquired after appointment. If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

Qualifications/Experience

1. Experience of working within a team (1)
2. Experience of working with or caring for children or adults who have barriers to learning and/or special educational needs (1)
3. Experience of working in an education environment (2)
4. Hold a level 1 Maths and English (or equivalent) qualification, or be willing to enrol on our internal functional skills course within your first year of employment, and complete the course within 2 years (1)

Ability, Skills and Knowledge

1. Understands the college ethos, visions and values of the college
2. Understands the college strap line – Building futures, changing lives
3. Demonstrates the mentality that "Students can and do achieve"
4. Understands that as a College we respect our students as individual adults, with individual rights with adult status
5. Able to demonstrate a commitment to the safeguarding of children and vulnerable adults (1)
6. Proficient use of ICT such as: some Microsoft Office Packages and basic understanding of tablet use (iPads)
7. Able to contribute to the planning and implementation of sessions by evaluating student progress initiating own suggestions, creating resources, interpreting and putting into practice session plans, guidelines and procedures (1)
8. Able to communicate (receive and transmit) with students and staff using a variety of media, spoken, sign, written, gestural and intuitive (1)
9. Able to take responsibility for individual and small groups of students, with a range of needs, including behaviours of concern in accessing a range of home, community, work related and basic skills learning programmes, under the direction of the lecturer, at college and out in the community, which will involve physically supporting students as they walk, pushing students in wheelchairs, personal and intimate care and coping with emergencies (1)
10. Able to assist in the recording of student progress, evaluation and monitoring, under guidance from lecturer, or Senior teaching assistant. Including small written statements, picture taking, etc. (1)
11. Able to promote and adhere to College's policies and procedures, including , but not extensive to; Safeguarding of Children and Vulnerable Adults Policies and Health and Safety Policies (1)

12. To undertake relevant training to be able to contribute to the health and wellbeing of learners. Follow the guidelines for individual support, care needs and undertake medical interventions (including basic first aid and administration of PRN medications (EpiPen, etc.).

Other requirements of the post

This post involves working with students who may exhibit behaviours of concern. In order to ensure the safety of the post holder and others, the post holder must be able to participate fully in training provided in de-escalation and physical interventions and be able to carry out agreed Physical Intervention procedures at work.

Some students use wheelchairs and require personal care and hoisting. This post involves active assistance of students to carry out these areas of learning, following training.

Whilst not a requirement of the post, applicants with a licence may be asked, if willing, to take a test with a view to driving the college minibus or people carriers.

Other requirements of the post

- Candidates must hold or being willing to work towards their level 1 functional skills qualifications in English and maths.
- Staff are expected to participate in all aspects of the curriculum and college life including but not exclusive to swimming, physical activities, (optional) residential trips.
- No annual leave to be taken in term time.
- Undertaking other duties as required by the lecturer, which are considered to be commensurate with the job purpose and grading.
- Attending appropriate training.
- Maintaining a professional relationship with other members of the team.
- Maintaining confidentiality at all times.

The post holder must be prepared to follow the College's LSA apprenticeship programme and work with the range of SEN with training including SEMH and PMLD.

This job description reflects the current situation. It may be altered in details and emphasis in the light of changes, service needs or function. Any changes will be fully discussed with the post holder.

Training can include:

Attending all whole college INSET days /weeks and twilight sessions.

- Training will include enrolment on our tiered CPD programme (basic safeguarding, Educare, Positive Behaviour Support).
- Attending external training courses which relate directly to the role. As directed.