Job Description	
Position:	Learning Support Assistant Band 1 (LSA1)
Pay Grade:	1C/3
Accountable to:	Head of College Region / Senior Leadership Team / Lecturer / STA
Line Manager:	Lecturer

Purpose and main responsibilities
Ethos, Vision and Values
Demonstrates the mentality that students can and do achieve.
To engage with students during lesson and break times, promoting their independence and communication as directed by the class Lecturer and Senior Teaching Aide.
Be aware of and support diversity and ensure all learners have equal access to opportunities to learn and develop.
Teaching and Learning
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.
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.
To create resources for students, under the guidance of the lecturer, using office 365 programmes and some specialised programmes following training.
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.
To promote independence and follow strategies to encourage self-reliance, self-regulation and increased self-esteem.
To take part in other curricular activities (including but not exclusively community-based activities; swimming, sports sessions, trampolining and DofE.)
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).
Following training from the Digi School, to ensure the consistent use of Hi-tech communication aids and assistive technology across the curriculum.
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.
To be responsible for basic skills learning programmes, under the direction of the Lecturer or Senior Teaching Aide, 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.
Positive Behaviour Support

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.
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.
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.
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
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
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.
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
To contribute to multi-disciplinary discussion of the student's needs, progress and required provision.
Compliance

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.
To be responsible for promoting and safeguarding the welfare of all learners. Reporting any concerns to a member of the safeguarding team.
Follow the Health and Safety policy and procedures to ensure the safety of learners and staff at all times.
To participate in staff professional development programmes and training, both internal and external as required.
To promote and implement all agreed College policy statements, e.g. Safeguarding of Children and Vulnerable Adults, Health & Safety, Equality and Diversity etc.
To work at any College centre as required.
To undertake such other duties of a similar nature as maybe required by the principal.

Person Specification	
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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. Essential criteria are required on appointment. Desirable 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:	

Criteria	Priority
Qualifications/Experience	
Experience of working within a team.	Essential
Experience of working with or caring for children or adults who have barriers to learning and/or special educational needs.	Essential
Must hold level 1 Maths and Level 2 English qualifications or be willing to enrol on a functional skills course within your first year of employment and complete the course within 2 years.	Essential
Experience of working in an education environment.	Desirable
Ability, Skills and Knowledge	
Demonstrate that you share the college ethos, vision and values.	Essential
Demonstrate the mentality that “Students can and do achieve”.	Essential
Able to demonstrate a commitment to the safeguarding of children and vulnerable adults.	Essential
Proficient use of ICT such as: some Microsoft Office Packages and basic understanding of tablet use (iPads).	Essential
Able to contribute to the planning and implementation of sessions, and assist in the recording of student progress, evaluation and monitoring, under guidance from the Lecturer or Senior Teaching Aide. This could include initiating own suggestions, creating resources, interpreting and putting into practice session plans, guidelines and procedures.	Essential
Able to communicate (receive and transmit) with students and staff using a variety of media, spoken, sign, written, gestural and intuitive.	Essential
Able to take responsibility for individual and small groups of students, with a range of needs, including behaviours of concern, in different settings.	Essential
Understand that as a college we respect our students as individual adults, with individual rights with adult status.	Desirable
Able to promote and adhere to College’s policies and procedures.	Desirable
To undertake relevant training to be able to contribute to the health and wellbeing of students.	Desirable
Follow the guidelines for individual support, care needs and undertake medical interventions (including basic first aid and administration of PRN medications (EpiPen, etc.).	Desirable

The post holder must be prepared to follow and complete the College's LSA standards and work with a range of SEN following training, including SEMH and PMLD.	Desirable

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 driving 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

- 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.

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 a two-week induction session.
- Enrolment on our tiered CPD programme (basic safeguarding, Educare, Positive Behaviour Support).
- Attending external training courses which relate directly to the role.