



College Learning Assistant Job description and Person Specification

Job Description

Name:	Starting Date:
Salary Grade: TA Level 4 NJC £20,493 to £22,183 FTE Actual Salary £19,385 to £20,983	Status of Post: Permanent
Responsible to: College Teacher / Lecturer through to College Leadership and Trust Board	Review Date: April 2021
Responsible for: Student support	Hours: Full Time
Responsibilities: Learning support (in college and workplace)	Subject: Employability and PfA

This job description may be amended at any time, following consultation between the Chief Executive Officer and member of staff and will be reviewed annually. Priorities for the year will be negotiated and highlighted.

Across our trust, we are committed to supporting the mental health and wellbeing of all; including staff, students and families. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's responsibility.

At Creating Tomorrow we:

- Provide a nurturing, safe and supportive environment based on trusting relationships to:
 - Help everyone to understand and manage their emotions and feelings
 - Help everyone to feel comfortable in sharing any concerns or worries
 - Help everyone to form and maintain relationships
 - Develop self-esteem and self-worth
 - Encourage everyone to be confident and celebrate their individuality
 - Help students to develop emotional resilience and to manage setbacks
 - Provide a structured approach to education about relationships, sex and health
 - Support parents as partners in their child's learning and development.

Core purpose

- To offer high quality, personalised support for learners with disabilities and/or other disadvantages which enables learners to seek, access and retain employment experiences with the long-term view of accessing paid employment and /or increased independence.
- To develop and nurture employability skills of learners.
- To support learners and employers in the employability process.



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General duties and responsibilities

- Contribute to the development and maintenance of a positive culture that embeds the College's values, and ensures that students and staff feel valued, safe and supported.
- Support young people in the work place
- Presenting a positive, "can do" attitude and taking personal responsibility for own actions.
- Committed to a culture of continuous improvement and ensuring that own contribution to the role and the College is of the highest standard.
- Represent the School positively and effectively in dealings with external parties.
- Take responsibility for own continuing professional development as agreed in the appraisal process.
- Responsible for taking all appropriate measures to safeguard young people and promote their welfare.

Responsibilities and accountabilities – Detailed

Learner engagement

- Develop learners' skills and knowledge of themselves, expectations, needs and areas for development in relation to the world of work.
- Assist learners to aspire to paid employment and advise learners of the financial and social benefits of work related activities.
- Provide accessible information including better-off calculations to learners to enable them to make informed decisions and choices related to work related activities.

Support for learners (in college and workplace setting as required)

- Where needed, conduct a task analysis to break key work routines down into the sequence of steps and actions as performed in the workplace to support learners to learn the job.
- Where needed, use prompting and fading techniques to coach learners to learn new work, and workplace related, tasks without developing unnecessary dependence on others.
- Collect relevant information and feedback data on successful, independent achievement of tasks to identify when a learner is not making progress and deliver options for performance improvement.
- Support individuals and employers to overcome any potential behavioural problems at work and identify interventions in and outside work to support individuals in overcoming employment-related and personal issues.
- Refer individuals to additional sources of support within the School when problems and issues are outside own competence or authority
- Where necessary support learners whilst they are on employment experience with written, practical tasks and delivery of some aspects of personal care when appropriately trained to do so.

Identifying the needs of learners

- Support learners to identify their experiences, skills, needs, talents and employment preferences through vocational profiling.
- Support learners in preparing their curriculum vitae in a format that is accessible to them, prepare for interviews/working interviews.
- Identify specific support strategies or technologies that may be required to facilitate the employment experience for learners.
- Prepare learners emotionally and socially for work and assist them to be socially included at work



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with advice, social training strategies or by engaging natural supports.

Action planning, target setting and monitoring

- Liaise closely with key staff to ensure that the employability process is planned and effectively linked to IEP targets.
- Be responsible for producing a jointly agreed employability action plan in direct partnership with learners and support learners in planning future career progression.
- Oversee the completion of employment experience monitoring reports from the learner and employer perspectives.
- Provide feedback to teachers and employability skills developer regarding individual student's progress, issues or effective support strategies.
- Attend and contribute to learner tutorials and formal transition/progress reviews
- Monitor and review progress of employability experiences and targets on an on-going basis, feedback as appropriate.

Developing employability skills

- Lead employability, maths and English sessions with learners and support learners to achieve agreed learning objectives within the employability, maths and English curriculum.
- Encourage the autonomy of the individual in making decisions, and their responsibility in implementing them
- Enable learners in supported employment opportunities to be productive and integrated into their workplace

Getting to know the job/employer engagement

- Liaise with employer supervisors to ensure quality and successful placements.
- Feedback information to employer supervisors which may enhance the quality of the student's learning experience and help them to reach their potential.
- Support the Employability & Careers Leader and teachers with identifying potential employers and placement opportunities.

Develop own supported employment practice

- Be responsible for developing and maintaining skills and knowledge to competently perform own role through research and training as identified during the appraisal process.
- Challenge own and others' assumptions about the employment choices that learners can make.

School Wide Strategic View

- Work within and support the College's Employability and Enterprise Strategy.
- Comply with College and Trust policies and procedures.
- Carry out any other reasonable duties as requested by your line manager.

Monitoring, assessment, recording, reporting and accountability.

- Work with colleagues to assess and record each student's progress systematically with reference to the College's current practice and use the results to inform planning.
- Work with colleagues to regularly assess and monitor work, providing constructive feedback and setting targets for future progress.
- Provide reports on individual progress of students to SLT, other colleagues and parents as required.

Knowledge and Understanding

- Have knowledge of, and keep up-to-date with, the developments in area of expertise
- Understand how students; learning is affected by their physical, intellectual, emotional, and social



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development

- Select and make good use of ICT skills.
- To carry out any other duties which fall within the broad spirit, scope and purpose of this job description.

Providing Personal and Welfare Care

- Provide pastoral and behavioural support when appropriate and assist in the supervision of students to ensure the College's health and safety procedures are maintained
- Deal promptly with conflict using a range of communication techniques, encouraging students to take responsibility for their own behaviour and promoting independence
- Carry out any medical procedures in accordance with protocols including administration of medicines
- Care for a sick or injured child, accompanying them to hospital and remaining with them until a parent/carer arrives to ensure continuity of care
- To provide First Aid as and when required, after undertaking necessary training

Supporting Students in the Learning Environment

- Assist in the planning, development and implementation of individual plans and curriculum targets for students and in the planning and evaluating of learning activities to meet the needs of students and requirements of the curriculum.
- May be required to assist with mobility equipment eg hoists, wheelchairs

Provide Clerical and other Support

- Provide general clerical and other support to meet curriculum delivery requirements
- Administer and assess routine tests and undertake marking of students' work to meet curriculum requirements
- Support students during tests/exams

Preparing and Maintaining the Classroom Environment and Resources

- Provide an appropriate learning environment by working with the subject teacher/instructor
- Preparing and maintaining general and specific equipment and resources
- Develop interesting and engaging tools and materials to complete learning activities

Dealing with behaviour issues

- Use awareness of behaviour management and communication strategies as necessary to actively diffuse/deal with disruption of student learning
- Where required and suitably trained use appropriate physical intervention techniques in accordance with policy and procedure

Reviewing Student Performance

- Monitor, observe, evaluate, record with appropriate evidence to teacher, including feedback to students and participate in gathering of information

Support for the School:

- Be aware of and comply with the Staff Code of Conduct, policies and procedures relating to child protection, Safeguarding of Vulnerable Adults, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post.
- Be aware of the need to take responsibility for own professional development and to participate in the Appraisal procedures of the trust.
- All staff in the Trust will be expected to accept reasonable flexibility in working arrangements and the



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allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working.

- This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Signature:

Chief Executive Officer:

Job coach:.....

Date:



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Person Specification

Job Title: Job Coach		
Selection Criteria A= Application Form I = Interview	Essential/ Desirable	Assessment A, I
Experience		
1. Working with and supporting learners with disabilities & SEN	Essential	A, I
2. Working in an educational establishment	Desirable	A, I
3. Industry knowledge & experience	Desirable	A, I
4. Working with a variety of different employers	Desirable	A, I
Educational/ Vocational Qualifications		
1. Level 2 numeracy and literacy	Essential	A, I
2. Training in Systematic Instruction	Essential	A, I
3. Recognised teaching qualification	Desirable	A, I
4. Recognised assessor award	Desirable	A, I
Skills		
1. An ability to develop positive working relationships with individuals at all levels (internal and external) to promote the School	Essential	A, I
2. Highly developed communication (written and verbal skills), presentation, external liaison and networking skills	Essential	A
3. Good organisational and time management skills	Essential	A, I
4. A systematic approach to work with excellent problem solving skills	Essential	A, I
5. Good IT skills, including Microsoft Office	Essential	A, I
6. Possess a valid driving licence with no more than 3 penalty points issued	Essential	A, I
7. Have access to your own vehicle	Desirable	A, I
Approach		
1. A positive and proactive attitude	Essential	A, I
2. A strong commitment to student success	Essential	A, I
3. A commitment to excellence	Essential	A, I
4. Ability and determination to promote equality and diversity throughout all aspects of School life, including employment and service delivery	Essential	A, I
5. The ability to motivate and encourage others, inspire trust and a sense of common purpose	Essential	I
6. Ability to work effectively through teams and a critical and sensitive understanding of the roles of other staff	Essential	I
7. Able to clearly demonstrate understanding of safeguarding responsibilities and a commitment to promoting the welfare of young people	Essential	I