



DESCRIPTION OF POST

Job Title: Learning Support Assistant

Size: Part-Time sessional hourly paid
Conditions of Service: LBR Adult Ed Teaching & Educational Management Staff
Scale: Academic Scale Point 1

Directly responsible to: Learning Support Adviser

A. Overall Purpose of Job

1. To deliver excellent Learning Support for learners who have specific learning support needs.
2. To work with the tutor in planning and identifying how the support needs for specific learners will be met to enable them to progress and to achieve their potential.

B. Main duties and responsibilities

1. To provide 1:1 or small group in-class additional support to specific identified learners with development needs across a wide range of Redbridge Institute courses.
2. To work collaboratively with the tutor in implementing individual learning plans to ensure that each learner has additional learning support strategies integrated into the planning and delivery of learning programmes and appropriate incremental learning targets.
3. To establish constructive relationships with learners, carers, parents and other stakeholders.
4. To implement control measures identified in risk assessments and personal emergency evacuation plans, keeping these under review and providing feedback as appropriate.
5. To use current resources, including assistive technology and other aids, and where necessary create learning resources as planned with the tutor.
6. To maintain learner and teaching support records.
7. To review and evaluate course and own performance in the classroom with the tutor as required.
8. To ensure that appropriate procedures are followed and records maintained in relation to support provided.
9. To monitor learners' progress providing data and information as required.
10. To attend team meetings and training as required.
11. To ensure learners feel safe, know how to raise concerns and that British values are promoted and embedded.
12. To take responsibility for maintaining awareness of key risk issues, safeguarding and Prevent duties, reporting any concerns to the Safeguarding team.
13. To ensure staff and learner confidentiality is maintained.

C. General Duties

1. To participate in performance review and continuous professional development (CPD) developing required knowledge, understanding and skills to deliver responsibilities effectively
2. To positively promote the Institute in all contact and communication with the public and learners
3. To follow all Institute policies and procedures
4. To undertake any other duties as may be reasonably requested commensurate to the level of experience and responsibility expected including supporting other teams at peak times

Person Specification: Learning Support Assistant

Specification	Essential	Desirable
<p>Education and Training</p> <p>Formal qualifications and relevant training</p>	<ol style="list-style-type: none"> 1. General education to level 3 2. Maths and English at GCSE Grade A*-C or equivalent 3. Safeguarding and Prevent Duty training 	<ol style="list-style-type: none"> 1. First Aid qualification 2. Award in Education and Training Level 3 or willingness to undertake teaching qualification
<p>Experience</p> <p>Ability to undertake duties of the post</p>	<ol style="list-style-type: none"> 1. Providing additional learning support on a 1:1 basis 2. Supporting learners in the effective use of a range of adaptive and assistive technology and other aids 3. Preparing and evaluating learning materials 	
<p>Skills and Knowledge</p>	<ol style="list-style-type: none"> 1. Knowledge of multi-sensory and kinaesthetic teaching and learning 2. Understanding of equalities, safeguarding, counter terrorism, health & safety, SEND and DDA legislation 3. Understanding of the diverse nature and learning styles of a group 4. Excellent communication skills 5. Understanding of Equal Opportunities issues and experience of use of strategies to promote equality and diversity in teaching, learning and assessment 6. ICT skills and using technology to support learning 	<ol style="list-style-type: none"> 1. Understanding of matrix, OFSTED Common Inspection Framework and other quality assurance and improvement frameworks
<p>Personal Qualities</p>	<ol style="list-style-type: none"> 1. High level communication skills both oral and written 2. Ability to work independently and to use own initiative and take responsibility for implementing and maintaining quality support 3. Positive, energetic and proactive approach 4. Able to work flexibly in terms of time and place 5. Positive attitude and ability to work with a wide range of individuals from various cultures and backgrounds and with differing levels of ability 6. Reflective practitioner able to develop own skills and seek advice from a variety of sources 7. Committed to developing the success and wellbeing of others 	

