

Job Description

Job Title	Learning Support Worker
School	The CHASE
Reporting to:	Specialist Provision Manager – The CHASE
Post reference:	
Main Purpose of the role	
<p>At The CHASE, learners will be offered a holistic and unique provision that develops skills, confidence, resilience and self-esteem, whilst also gaining qualifications in catering, hospitality and enterprise. As a Learning Support Worker within The CHASE you will be experienced in supporting learners with a range of complex learning, behaviour and personal care needs. You will be committed to working with a person-centred approach to enable learners to fulfil their potential within a highly differentiated learning environment. You will work collaboratively with tutors, Learning Support Coordinator and the Learning Area Manager to ensure students are receiving a high-quality learning experience that promotes vocational qualifications alongside independent living and employment skills</p>	
Key Tasks / responsibilities:	
<ul style="list-style-type: none"> To work under the specific supervision, instruction and guidance of the class tutor to support the teaching and learning activities in the classroom with learners who have complex needs and profound learning difficulties. To provide general support to the class tutor in the organisation and management of learners and the classroom ensuring the appropriate support for each learner dependant on their individual planned needs. To assist the tutor in creating and maintaining a purposeful, orderly and supportive learning environment for all learners particularly helping to overcome multi barriers to learning including physical, emotional and behavioural difficulties. To promote the inclusion of all learners, ensuring they have equal access to opportunities to learn and develop. To be responsible for promoting and safeguarding the welfare of learners and young people within the CHASE. 	
Role Dimensions	
<p>Support for learners</p> <ul style="list-style-type: none"> Under the specific supervision of the class tutor, to work with individuals and groups of learners to deliver learning programmes taking into account SEN additional requirements. To encourage learners to interact with others and engage in activities led by the tutor, which may include participating in physical activities with the learners. To have knowledge of complex special needs and being able to use appropriate programmes such as Makaton and BSL. To recognise that learners may have communication difficulties and be able to use alternative communication techniques if required. Working closely with other professionals and following their designed programme for individual learner's i.e. occupational health, speech therapists and physiotherapists. To assist with the general pastoral care of the learners, including helping learners who are unwell distressed or unsettled and have emotional and behavioural difficulties. To assist the learners with personal care needs which may include social, health, hygiene and welfare matters. This could include agreed local manual handling procedures and following a programme for prescribed medication under agreed guidance. Supporting the student with personal care needs as required by the individual child/young person as detailed in their EHCP. This may include help with social welfare, care and health matters, including toileting, dressing, feeding, mobility etc. <p>Support for the tutor</p> <ul style="list-style-type: none"> To prepare and maintain basic classroom resources and equipment as directed by the class tutor and assist the learners in their use. To prepare the classroom as directed for lessons, ensuring that resources are available and cleared away at the end of the lesson as appropriate. To provide regular feedback to tutors and to other professionals on learners' achievement and progress. To provide feedback on learners in relation to progress and achievement under guidance of the tutor. This may include feedback on learner progress in meeting individual education plan (IEP) targets. To administer and mark routine tests under the guidance of the class tutor and in line with the college's marking policy. To be aware of the planning of work and activities. To provide general admin support to the tutor, e.g. photocopying, laminating, filing, etc as required. <p>Support for the college</p> <ul style="list-style-type: none"> To be aware of and comply with policies and procedures relating to child protection, health, safety and security, SEN/inclusion and data protection reporting all concerns to the appropriate named person. 	

<ul style="list-style-type: none"> To assist with the supervision of learners out of lesson time but during the college day, within contracted hours as necessary for their safety. To work in an environment where there is a varied intensity of demands from the learners and where physical intervention may be needed to ensure the safety of the learner or others. To plan, prepare and accompany teaching staff and learners on visits, trips. Work experience and out of college activities within contracted hours as required. To assist with the general pastoral care of learners, including helping learners who are unwell, distressed or unsettled and those experiencing emotional and behavioural difficulties. To attend relevant meetings and participate in training opportunities and professional development as required. To attend relevant meetings and participate in relevant training and performance development as required. To adhere to college health and safety policy including risk assessment and safety systems. To adhere to college policy on equality and diversity <p>Support for the curriculum</p> <ul style="list-style-type: none"> To assist with the development of basic literacy, numeracy and ICT skills and to support their use in learning activities. To undertake broadly similar duties commensurate with the level of the post as required 					
<ul style="list-style-type: none"> Programme Area Lead/Learning Area Manager CHASE Learning Support Coordinator CHASE Students Parents of students (both existing and prospective) Professional or Specialist support staff Teaching Staff ICSWs 					
Supporting SGS Academy Trust Goals and Values – all roles					
<p>In addition to the particular requirements and characteristics of individual roles, all people employed by SGS Academy Trust are expected to actively support the achievement of the Trust's goals and, at all times, both internally and externally, to behave in a manner consistent with the Trust's mission and values.</p> <p>This means:</p> <ul style="list-style-type: none"> Performing your role and delivering your service in a way that helps the Trust achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments. Promoting the image of the Trust as one that is committed to the highest standards of delivery and service. Sharing the Trust's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work. Sharing and prioritising the effective implementation of the Trust's Equality and Diversity Policy. Promoting and implementing best practice in Health and Safety, 					
Measurable Performance Standards for this role					
<p>The responsibilities of the post are to be performed in accordance with:</p> <ul style="list-style-type: none"> SGS Performance Appraisal Policy 					
Level of Disclosure and Barring (DBS) disclosure required					
Enhanced with barred list checks					
Author and Date					
Debra Burton, Head of Faculty July 2021					
Job Evaluation (for HR Completion)					
Score		Profile		Level	

As the needs of the Trust change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

Learning Support Worker

Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
A qualification in English/Literacy and Mathematics/Numeracy equivalent to at least level 2 of the National Vocational Qualifications framework	✓		Application
Degree in relevant subject		✓	Application
Evidence of commitment to Continuing Professional Development	✓		Application
Further qualifications related to special educational needs		✓	Application
Food Hygiene		✓	
First Aid training (including resuscitation procedures for children)		✓	Application
Experience and knowledge			
Proven track record of recent experience of working within SEND	✓		Application/Interview
Experience of supporting pupils with SEND	✓		Application/Interview
Experience of delivering English and/or Maths to groups or whole class	✓		Application/Interview
Experience of working to class teachers plans and working with a range of assessment tools.	✓		Application/Interview
Experience of and commitment to promoting and safeguarding the welfare of pupils	✓		Application/Interview
Understanding and awareness of the needs, aspirations and concerns of families of pupils with SEND	✓		Application/Interview
Experience of establishing clear expectations and constructive working relationships through team working and mutual support	✓		Application/Interview
Commitment to an involvement in extra-curricular activities		✓	Application/Interview
Experience of working alongside external providers/outside agencies within a school environment		✓	Application/Interview
Skills and abilities			
A personal commitment to working to the highest professional standard promoting a culture of continuous improvement to support the delivery of innovative and responsive services for pupils, young people and families	✓		Application/Interview
Able to relate and communicate with a range of different audiences	✓		Application/Interview
Able to communicate with enthusiasm, integrity, resilience, sensitivity, good humour and energy	✓		Application/Interview
Able to inspire, motivate and support pupils, parents and staff	✓		Application/Interview
Able to build and develop teams capable of achieving excellence in goals and objectives	✓		Application/Interview
Excellent written and communication skills	✓		Application/Interview
Well developed IT skills	✓		Application/Interview
High level of organisational and planning skills	✓		Application/Interview
Flexible in adapting to the teaching approaches used at The CHASE	✓		Application/Interview
Able to work effectively with staff colleagues, Governors and Trustees	✓		Application/Interview
Essential attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way	✓		Application/Interview
Influencing skills: The ability to persuade others	✓		Application/Interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships	✓		Application/Interview

Criteria	Essential	Desirable	Assessed by
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner	✓		Application/Interview
Circumstances of role			
A willingness to support out of hours activities i.e. Open Events, field trips etc.	✓		Application/Interview