	Advanced Learning Support Assistant Job Description and Person Specification	

Post Title:	Advanced Learning Support Assistant
Responsible to:	Head of Learning Support and Student Wellbeing
Responsible for:	Assessing and Supporting Students.
Grade:	Term-time (195 days per year) 37 hours per week Annual Salary is Band F £21,131 to £22,423 FTE Salary is £23,953 to £25,418

Main Purpose of Job

This post holder will work directly with students to help reduce and remove barriers to academic progress and provide individually tailored learning and personal support to an agreed cohort of students. They will work on a one-to-one and small group basis with a caseload of students, referred to them by the Head of Learning Support.

By providing additional support for students in danger of not fulfilling their potential, this role complements the College's existing academic and pastoral support structures.

The post holder will be a key member of the Learning Support team and, working positively and proactively, will work in collaboration with a range of staff across the College in the discharge of their duties.

Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community. We build upon our strengths – together!

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities)

A = Accountability (which means being responsible for something to somebody) L = Leadership (guide, direct and influence the outcomes of) O = Operational (day-to-day management and control of these activities)

1. Role Specific Duties and Responsibilities

1	Support for students	A	L	O
1.1	Be aware of support differences and plan appropriate transition activities. Assess the needs of students and use detailed knowledge and specialist skills to support students' learning needs (These needs could include: Literacy, numeracy, EHCP, MH, special needs, medical issues etc.)		✓	✓
1.2	Take part in EHCP annual reviews and the development of the college's consultation response.	✓	✓	✓
1.3	Supervise and support students, ensuring their safety and access to learning, and respond appropriately to meet individual needs relating to severe mobility, mental health, communication and social and emotional wellbeing.		✓	✓
1.4	Establish good relationships with students, acting as a role model and setting high expectations.		✓	✓
1.5	Promote the inclusion and acceptance of all students within the college.	✓	✓	✓
1.6	Encourage students to interact with others and engage in activities led by the teacher.	✓	✓	✓
1.7	Plan activities that foster independence and enable students to act as independently as appropriate, as well as activities that enable students to develop social interaction skills and build confidence.	✓	✓	✓
1.8	Deliver individualised Student Support Plans via 1:1 and group interventions	✓	✓	✓
1.9	In collaboration with the SENCO, develop and deliver appropriate support lessons that can be delivered to groups of students in a classroom setting.	✓	✓	✓
1.10	Work with the SENCO to determine the needs of students and support them in ensuring that the curriculum is accessible.	✓	✓	✓
1.11	Be aware of student needs/progress/achievements and report to the SENCO as agreed.	✓	✓	✓
1.12	Undertake detailed student record keeping as requested.	✓	✓	✓
1.13	Support the SENCO in managing student learning.	✓	✓	✓
1.14	Gather/report information from/to Parents/Carers as directed.	✓	✓	✓
1.15	Support students to understand instructions and access the curriculum.		✓	✓
1.16	Support students in respect of local and national learning strategies, e.g. literacy, numeracy etc, as directed by the SENCO.	✓	✓	✓

Ref	Duty			
1.17	Support students in using basic ICT.		✓	✓
1.18	Prepare and maintain equipment/ resources as directed by the SENCO and assist students in their use.	✓	✓	✓
1.19	Work as a learning mentor to provide pastoral support around emotional health and wellbeing and academic issues.		✓	✓

2. Generic Duties and Responsibilities

2.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
2.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).
2.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
2.4	Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.
2.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
2.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
2.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
2.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
2.9	Organise and support Academy and Trust events as requested.
2.10	Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.
2.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.

Person Specification
Post: Higher Level Teaching Assistant

TRC

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment

1. Qualifications / Training / Experience		Essential Criteria	Method of Assessment
1.1	Educated to degree level and must have GCSE English and Maths Grade C/4 or better.	✓	AF
1.2	Evidence of experience and/or qualities that would suggest suitability for working with and supporting the needs of post-16 students.	✓	AF
1.3	A commitment to future training and development.	✓	AF
1.4	Self-motivated, enthusiastic and able to work on own initiative.	✓	AF, I, R
2	**Support for Learning**		
2.1	Interest in the educational provision for students with specific needs.	✓	I, R
2.2	Knowledge of educational developments.	Desirable	I
2.3	Evidence that suggests commitment to student success and achievement.	Desirable	AF, I, R
2.4	Evidence that suggests a commitment to classroom and one to one support.	✓	AF, I, R
2.5	Experience of using IT in the classroom.	✓	AF, I
3	**Personal Qualities**		
3.1	Conscientious, honest and reliable.	✓	I, R
3.2	Able to make carefully considered decisions.	✓	I, R
3.3	Ability to work on your own initiative.	✓	R
3.4	Ability to communicate with a range of adults and students.	✓	I, R
3.5	A commitment to self-improvement.	✓	AF, I
3.6	Capacity to motivate, inspire and challenge young people, in a group setting, e.g. classroom or workshop.	✓	I, R
3.7	Ability to establish and maintain good relationships with a range of adults and students.	✓	I, R
3.8	Inclusive.	✓	AF, I, R
3.9	An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.	✓	I
3.10	Ability to identify risks within personal objectives.	✓	AF, I
3.11	A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	✓	I
4	**Mandatory Requirements**		
4.1	A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS Check

4.2	This post is exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bind overs must be declared on the application form or provided in a sealed envelope addressed to the Principal. The 2013 amendments to the Act allow that minor spent convictions, cautions and bind overs do not need to be declared.	✓	AF/R
4.3	References that confirm suitability to work with young people, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.		AF/R
5	**Physical Requirements**		
5.1	Health and physical capacity for the role.		I/R
5.2	A good attendance record in current employment, (not including absences resulting from disability).		I/R

6. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

6	Effective Behaviours	Method of Assessment
6.1	**Managing self and personal skills**: Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others and ensuring to work in a positive way that benefits all.	A/I/R
6.2	**Delivering excellent service:** Providing the best quality service to all students and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards.	A/I/R
6.3	**Finding innovative solutions:** Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.	A/I/R
6.4	**Embracing change:** Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.	A/I/R
6.5	**Using resources:** Making effective use of available resources including people, information, networks and budgets. Being aware of the financial position of the College (Trust) and impact of decisions on this.	A/I/R
6.6	**Engaging with the big picture:** Seeing the work that you do in the context of the bigger picture, e.g., in the context of what the Trust / College are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and	A/I/R

		motivate others. Appreciating the role of others, their impact on you and your impact on them.	
6.7		**Developing self and others:** Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the Trust.	A/I/R
6.8		**Working with people:** Working cooperatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills.	A/I/R
6.9		**Achieving results:** Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.	A/I/R

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Key to abbreviations: **AF** Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check.