Person Specification/Job Description

Assessment of role for Disclosure and Barring Service (DBS) checks:
Regulated Activity ✓ Specified Place ☐ Opportunity for contact with children ☐
DBS checks required:
Enhanced DBS check ✓ Barred list – Children ✓ Barred list – Adult ✓

Closing date for receipt of applications: Applications will be considered as they are received, and interviews may be arranged throughout the advertising period. Early applications are therefore encouraged.

Learning Support (main stream)

Casual Learning Support Assistant

Variable hours per week, temporary until June 2027

Post No.: RS26/27/155

Grade: £16.62 per hour (inclusive of bank holiday and holiday)

Responsible to: Relevant Director

Supervisory responsibility: No direct supervisory responsibilities

Responsible for: To provide high quality individualised support to individuals or groups of students to ensure they develop skills, knowledge and independence to achieve their full potential. This will require close collaborative planning with teachers and the confidence to enable students to become independent learners reducing the level of direct support over time.

Objective of the job: As above

Candidates for the post of **Learning Support Assistant,** must possess the following qualities:

	Essential	Desirable	Where identified
Qualifications	CACHE L3 Teaching Assistant or equivalent Level 3 qualification in supporting in the classroom (or to work towards within 1 year) Level 2 in Literacy (GCSE English grade C/4) or above Level 2 in Numeracy (GCSE Maths grade C/4) or above (or be willing to work towards the within 2 years) Safeguarding Level 1 (to be achieved within 6 weeks)	Level 2 Equality & Diversity Level 3 Adult Subject Support Relevant vocational qualification Teaching qualification eg PTLLS Degree IT qualification	Application Form Certificates
Experience	Experience of supporting young people with additional needs or willing to undertake training.	Experience of supporting individuals to progress in learning.	Application Form References Interview

	Essential	Desirable	Where identified
		Experience of supporting specific learning difficulties and disabilities	
Knowledge and skills	Excellent communication skills Competent in basic IT skills Understanding the need to develop independence Willing to undertake relevant CPD An understanding of the Social Model of Disability Ability to be able to innovate and implement responses to protected characteristics under to Equality Act 2010 Confident in the use of English and maths skills	Familiar with SEND code of practice Dyslexia awareness Deaf awareness / Basic signing skills Counselling Knowledge of specific disabilities and learning difficulties First Aid Safe Driver award	Interview References
Personal qualities, attitude and behaviours	Good interpersonal skills Ability to demonstrate initiative and flexibility To be orientated to service and efficiency. Commitment to flexibility. Emotionally resilient. Cooperative and loyal To be able to work as part of a team.		Interview

Section A • Primary Responsibilities

1. College Strategy

All members of staff have an important role to play in achieving the vision, mission and values stated in the College's Strategic Plan.

Bishop Auckland College's mission: ***Creating positive change through education and learning.***

Our cultural behaviours

Constantly strive to improve…yourself, others and the group
Group over self…do what's right for the group
Pick up the litter…never be too big or too busy to do the things that need to be done
Communicate with kindness and clarity…be positive and constructive
The difference is in the detail…focus on the inputs and the

2. Quality Matters

All members of staff are responsible for the quality of their own work and for the operation of the relevant parts of the College's Quality System. This will involve operating the appropriate Quality procedures applicable to the job to ensure that students, customers, and clients have their needs and expectations identified and fulfilled.

3. Staff Development

All members of staff will participate in the College's Staff Development Programme, we aim to maximise staff potential for the individual's benefit and in ensuring continual improvement in the quality of services provided by the College

4. Client Focus

All members of staff are expected to manage and develop their role and responsibilities to focus on improving the College services to students and other clients. The individual should represent and market the College at any appropriate opportunity.

5. Overall Responsiveness

Working flexibly, efficiently and in full cooperation with other staff to maintain the highest professional standards and to promote and implement the strategy and policies of the Corporation.

Ensure that established standards and targets are achieved as part of the efficient and effective service provision within the College.

Undertaking other such duties and responsibilities as are required to provide the service expected from the College.

6. Health and Safety

All members of staff are responsible for ensuring safety within their working area, for ensuring that risk assessments are carried out and that appropriate actions are taken if problems are identified. All staff are required to assist the College's Health and Safety Officer in the implementation of measures to ensure that all health and safety requirements are achieved.

7. Risk Management

All members of staff will adopt best practices in the identification, evaluation and cost-effective control of risks to ensure, as far as possible, that they are eliminated or reduced to a level that is acceptable to the College.

8. Safeguarding

All staff have responsibilities in relation to safeguarding. It is expected that all staff make themselves aware of the Safeguarding/Child Protection Policy. All staff will be expected to participate in regular safeguarding training. All staff will need to comply fully with legislation and College policies and practices to ensure learners are safeguarded and protected.

This role will involve engaging in 'regulated activity'.

Due to this post being regulated activity, we ask questions about your entire criminal record, including 'spent' and 'unspent' convictions as defined in the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Section B • Specific Responsibilities

Initial allocation of functions of which the post holder will have direct responsibility:

a) Work collaboratively with teachers, learning coaches, course coordinators, SENCO, inclusion team and heads of school to plan, create, develop and implement a range of high quality, coherent tailored support strategies and resources, to ensure all students are included in learning and make the progress they are capable of.

b) Support teachers to create and maintain a safe, supportive and inclusive learning environment with a consistent focus on learning for all students.

c) Use a range of technologies and resources including reading pens, coloured acetates, dictation software, computer facilities to ensure all students are included in learning and none fall behind, whilst working with students to develop strategies to promote independence and self-advocacy.

d) Use College systems including Teams, eTrackr, Outlook and ProSolution confidently and effectively to provide tailored support, communicate with others, record progress and development and share appropriate information.

e) Set, record and review inclusive short and longer term targets, (including those related to EHC and SEN plans) ensuring students understand them, know how to achieve them, and support students to make progress towards these in each learning session.

f) Support students to set, review and record, and achieve personal targets related to developing knowledge, skills and behaviours needed for their next steps in learning and / or employment.

g) Produce brief written summaries of student progress towards inclusive targets and EHC / SEN plan outcomes, to inform a range of review meetings and attend these as required.

h) Provide support at break and lunch times, as required and assist students with personal care needs (such as toileting) and with the changing of any specialised clothing, where appropriate.

i) Administer medication as required, dependent on student needs.

j) Take part and deliver CPD sessions to your peers within the inclusion team which will develop good working practice across the area.

k) Assist tutors with curriculum related external activities (i.e. educational & residential visits, shopping trips and activities to develop life skills) and support students in external work placements.

l) Any other duties as requested by the Line Manager and commensurate with the position.

Section C • General

This job description is current at the date shown below. However, in consultation with the post holder, it may be liable to review and variation to reflect changes in the College environment.

Bishop Auckland College has an Equality, Diversity and Inclusion Policy and expects all members of staff to support the policy by behaving in a non-discriminatory way in terms of employment, the curriculum and student entitlement. Bishop Auckland College is committed to promoting diversity and equality of opportunity.

All members of staff are expected to maintain a high level of security and confidentiality of information in their work at all times.

Name: .....

Signature: .....

Date: .....

Last updated: October 2025