

Learning Support Practitioner

Job Purpose:	To work with the specialist teachers and Head of Additional Learning Support to plan and run interventions for social and emotional needs.
Responsible to:	Head of Additional Learning Support
Annual Salary:	Scale 4, Spine Points 8-11 on the NJC Support Staff salary spine, pro-rata
Hours of Work:	37 hours per week, Term Time only
Holidays:	College Holidays
Pension:	Staff are enrolled in the Local Government Pension Scheme

Key Responsibilities:

- To plan and deliver social and emotional skills interventions in groups or 1:1 sessions for students with Education Health and Care plans and/or disabilities and additional needs. The interventions will be part of the provision listed in a student's EHCP or to meet the needs of students with emotional regulation difficulties and emotional based education avoidance.
- To work with the Specialist Teachers and Head of Department to identify, assess and plan appropriate interventions, measure pre and post intervention outcomes and regularly report these via an Assess, Plan, Do, Review process.
- To provide support for students both prior to the start of lessons (Breakfast Club from 8.30am), break and lunch and for a short period at the end of the college day following lessons (until 4.30pm and to initiate and run a programme of activities / interventions e.g. wider curriculum support, lunchtime clubs, resourcing & coordination. The activities will promote social engagement and provide a safe space to practise social and emotional regulation skills.
- To be responsible for the creation, supervision and maintenance of a designated academic support space ensuring it is a purposeful, orderly and supportive learning environment.
- To attend classes with students, to co-regulate and support them to generalise their emotional regulation strategies in lessons and beyond. You may also support by taking notes and supplying other help as required to ensure that the student is able to take full part in the lesson.
- To support students with the planning and use of emotional regulation strategies at suitable non curriculum times with selected students.
- To support students to communicate their needs with their class teachers allowing them to feel safe and confident in lessons.
- To support working relationship with students, acting as role model and setting high expectations.
- To support staff to understand how they can use therapeutic thinking to adapt their teaching or environment to accommodate reasonable adjustments for EHCP students with poor emotional regulation or high mental health needs.
- To liaise with teaching staff, Progress Coaches, the Course Team Leader, Academic Support, the Academic Support Administrator and the Head of Department as required.

- To act as a scribe and/or reader for students in internal and external examinations and assessments.
- To undertake the invigilation of exams and/or assist with exams administration during the busy exam period, as required.
- To assist students with mobility around the college and personal care if required. Training will be provided.
- To promote the inclusion of all students, ensuring they have equal opportunities to learn and develop.
- To support students learning in the most effective way.
- To meet the educational and additional needs of students whilst encouraging their independence.
- To provide administrative support for the school when required.

General:

- To be responsible for Health and Safety within areas of own responsibility
- To contribute to the College responsibility for safeguarding and promoting the welfare of young people
- To observe the College's commitment to equal opportunities
- To take part in the College Performance Review and Development Scheme (PRD)
- To undertake any other duties which are reasonably comparable to a post of this grade

PERSON SPECIFICATION		
SPECIFICATION	ESSENTIAL	DESIRABLE
EDUCATION/ TRAINING	A- Levels or equivalent	- A Degree or equivalent - Emotional Literacy Support Assistant (ELSA) experience - Understanding of the Therapeutic Thinking approach or experience using the Cambridgeshire Steps behaviour approach. - Experience of assisting or running social and emotional interventions in primary or secondary school - Willingness to undertake appropriate training
RELEVANT EXPERIENCE	- Experience of helping and supporting young people with special educational needs - Experience of working independently and as part of a team - Experience of organising learning materials and resources	Experience supporting students with special educational needs at primary, secondary, FE or other educational establishment.
SKILLS/ APTITUDES	- Excellent interpersonal skills and the ability to communicate effectively at all levels - Ability to work calmly under pressure, often to tight deadlines - Ability to work independently, proactively and complete tasks with the minimum of supervision - Good organisational skills with the ability to prioritise workload - Good general IT skills, particularly Word	Ability to use other IT packages and AI suitable to education.
OTHER REQUIREMENTS	- Ability to maintain student confidentiality unless safeguarding - Excellent reliability and punctuality - Flexible approach to working hours - A commitment to deliver excellent standards of service for young people - Willingness to undergo an enhanced DBS check - A personal commitment to relevant legislation and good practice in relation to equality and diversity and safeguarding and promoting the welfare of young people	

Last reviewed	January 2024
Reviewed by	Anna Lisa Ghale