



*Gloucestershire College is advertising this role on behalf of Gloucestershire Professional Services (GPS).*

## About the Role – Employment Details

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| Post Number   | A102b                                                       |
| Job Title     | Learning Support Assistant - Permanent, 38-week term-time   |
| Salary        | £13,759.60 - £14,740.86 pro-rated<br>(22.5 hours, 38 weeks) |
| Contract Type | Permanent                                                   |
| Campus        | Cinderford                                                  |
| Department    | Learning Support                                            |
| Reporting To  | Learning Support Coordinator                                |
| Holiday       | Term Time Only                                              |
| Pension       | People's Pension 4-5% Matched Contribution                  |

## About the Role – Meet the Team

The Learning Support team provides effective support to assist students in achieving positive outcomes whilst developing independence, resilience and employability. We can assist students with a range of various learning differences and/or difficulties across all academic levels at college.

We have a range of support available within Learning Support that includes:

- Robust transition opportunities and planning to support joining and leaving the college
- Holistic assessment of additional needs to develop effective support plans. Support is reviewed throughout the year
- EHCP annual reviews, as well as supporting students with My Plans, My Plan + and SEN Profiles
- Support in-and-out of timetabled sessions from experienced Learning Support Assistants and SEND Intervention Mentors
- Trained and experienced staff to support a broad range of additional needs, including but not limited to Autism Spectrum Condition, Dyslexia, Dyscalculia, Dyspraxia and ADHD
- Coaching and support to utilise assistive technology and software to assist learning
- Appropriate exam access arrangements and reasonable classroom adjustments
- Other support includes Personal Emergency Evacuation Plans (PEEP), personal/intimate care and medication support if required.

Our settings are safe, specialist facilities, thoughtfully designed to support students with a collaborative approach to education, meeting their educational and other individual needs. Our team is based across all three campuses and a range of working patterns are available depending on student need and timetabling.





## About the Role – Duties and Responsibilities

- To support students under the direction of the Learning Support Coordinators/Managers and Head of Inclusion and Cross College High Needs.
- To actively participate in discussions, team meetings and reviews relating to the learners that you are supporting.
- Effective use of ProMonitor and other internal systems to ensure consistent communication relating to learners and their support and progress towards EHCP targets.
- Carry out specific support tasks in a range of settings (e.g. classroom, workshops, work placements, offsite visits, sport).
- Attend College development opportunities and engage in professional development.
- Ensure that information and recording of information relating to learners is timely, accurate and using agreed systems.
- Adhere to and have regard to the LSA standard and expectations.
- Support with transition sessions, campus visits, and the planning, gathering, and sharing of relevant information to ensure a smooth start for learners.
- Use transition, application and pre-enrolment information to effectively support learners (including one page profiles, Education, Health and Care Plans and My Plan / My Plan+).
- Actively encourage learners to work towards their individual targets and facilitate learners to make choices and become more independent.
- Liaise with external agencies and parents / carers as required to effectively share information as necessary.
- Explore, develop and use resources, teaching and learning strategies and digital technology within own practice and disseminate best-practice within the team and wider College community.
- Additional duties may include carrying out specific tasks relating to intimate personal care or medication (training will be provided), residential trips, minibuss driving etc.
- Be aware of, work within and respond to national changes in policy, guidelines, regulations and legislation relating to SEND (Children and Families Act 2014 and the SEND Code of Practice), reasonable adjustments (Equality Act 2010) and exam board requirements (JCQ).
- Support with open events and other marketing activities as requested.
- Support the Head of Inclusion and Cross College High Needs in driving the Additional Learning Support policy, along with the referrals procedure to ensure a consistent and fair approach across all College sites.
- Actively contribute and support the departmental Quality Improvement Plan (QIP), Self-Assessment Report (SAR) and key performance indicators (KPIs).

## About the College – Our Expectations

- Take an active part in Professional Development Conversations (PDC)
- Engage with all relevant Health & Safety regulations and assist the College in the implementation of its own Health & Safety Policy
- Actively promote the College's Equality and Diversity Policy
- Actively promote the College's Safeguarding Policy and Practices





- Support the College's sustainability policies and recognise the shared responsibility of carrying out duties in a resource efficient way
- Participate in enrolment
- Participate constructively in college activities and to adopt a flexible approach to your work.
- Undertake a first-aid qualification and participate in the first aid rota, as required.
- Undertake any other relevant duties as specified by your line manager commensurate with the level of this post

## About the You

### Our Shortlisting Criteria

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| <b>Essential</b> | <ul style="list-style-type: none"> <li>– Previous experience of working with SEND students (preferably in a special school or specialist post 16 centre)</li> <li>– Minimum of Maths and English GCSE grade C / Level 2 or willingness to complete.</li> <li>– Practical experience in safeguarding within an educational or support setting</li> </ul>                                                                                                                  |
| <b>Desirable</b> | <ul style="list-style-type: none"> <li>– Experience of using assistive technology to support individuals with communicating, accessibility, and independence.</li> <li>– Supporting Teaching and Learning Level 2, NVQ or equivalent.</li> <li>– Moving, Handling and Lifting</li> <li>– Medication Handling</li> <li>– British Sign Language or Makaton</li> <li>– Awareness of Total Communication</li> <li>– Food Hygiene</li> <li>– Safeguarding training</li> </ul> |

### The Perfect Person for us will demonstrate

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| <b>Abilities</b> | <ul style="list-style-type: none"> <li>– Ambitious in wanting the very best outcome for GC learners.</li> <li>– Committed to continuously improving for the benefit of our learners.</li> <li>– Actively invites feedback from peers and customers to identify opportunities to improve.</li> <li>– Receptive to new ideas and learns from failures as well as successes.</li> <li>– Approaches difficulties with a positive attitude.</li> <li>– Openly communicates and resolves issues through helping not blaming others.</li> <li>– Treats others with respect and civility, building trust to bring out the best in people.</li> <li>– Takes responsibility for playing a part in achieving GC's vision.</li> </ul> |
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|                          | <ul style="list-style-type: none"> <li>– Takes responsibility for their own actions and work; committing to doing their best every time.</li> <li>– Committed to delivering the highest possible standards of customer service and undertaking the role to the highest possible standard.</li> <li>– Committed to safeguarding young people and vulnerable adults.</li> </ul>                                                                                                                                                         |
| <b>Job Circumstances</b> | <ul style="list-style-type: none"> <li>– Able to travel between college sites (if required)</li> <li>– Undertake any training required for the role such as intimate personal care training.</li> <li>– Hold an Enhanced DBS check or be willing to undertake a check.</li> <li>– This job description outlines the main duties at the time it was written. Tasks may change, but the role's overall nature and responsibility remain the same. These changes are normal and don't justify a change in the post's grading.</li> </ul> |

Gloucestershire College is committed to safeguarding children and vulnerable adults and any offer of employment will be subject to a number of conditions.

If you are shortlisted, you will be asked to complete a self-declaration of your criminal record or any information that would make you unsuitable to work with children. Generally, we are permitted to ask whether an applicant has any convictions, cautions, reprimands or final warnings which would not be filtered in line with current guidance, as defined by The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This Order sets out the circumstances in which an individual can be asked about spent convictions (but not protected convictions or protected cautions) and when an employer can consider these. This includes "any employment as a teacher in a school or establishment for further education and any other employment which is carried out wholly or partly within the precincts of a school or establishment for further education, being employment which is of such a kind as to enable the holder to have access to persons under the age of 18 in attendance at the school or establishment for further education in the course of his normal duties."

As this role involves engaging in "regulated activity" relevant to children, and in line with our legal obligations, before filling out this application you should be aware that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

In line with KCSIE and having regard to all relevant guidance, there is a requirement for providing satisfactory references and online searches. The purpose of this search is to identify any incidents or issues that have happened, and are publicly available online, which we may need to explore further as part of our pre-screening checks. The level of check undertaken will be consistently applied across all applicants and may include both social media and a general internet search.