



*We are committed to ensuring all individuals are valued and work in a safe environment, promoting the ethos of Safeguarding and Equality and Diversity in all of our practices. We expect all staff to share this commitment.*

<b>Role:</b>	Learning Support Assistants, permanent, 38-week term-time
<b>Hours:</b>	22.5–37 hours per week
<b>Salary range:</b>	£22,873.40 - £24,240.52 (based on 38 weeks)
<b>Salary examples:</b>	22.5 hours - £13,909.50, 30 hours £18,546.00
<b>Reporting to:</b>	Learning Support Coordinator
<b>Locations:</b>	Gloucester and Cheltenham Campuses
<b>Note:</b>	<i>In your supporting information, state your preferred campus and weekly hours</i>

## 1. Applicant Information

Gloucestershire Professional Services (a subsidiary of 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 will be conducted for candidates. 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.



A satisfactory DBS Enhanced Disclosure with child and adult barred list checks will also need to be obtained as a requirement of the job.

## 2 Job Profile

Gloucestershire Professional Services (GPS) is recruiting for **Learning Support Assistants** to join the **Learning Support team** based at Gloucestershire College. We have a range of hours at our 3 campuses available.

As a Learning Support Assistant, you will work with learners across the College who have a range of additional learning needs and disabilities including dyslexia, dyspraxia, dyscalculia, autism or physical impairments. You will enable them to access their curriculum and to achieve and progress whilst at Gloucestershire College. Assist with transition activities, including supporting students during induction sessions, campus visits, and gathering relevant information to ensure a smooth start to their learning journey.

Working one-to-one or with a small group of learners, you will provide strategies to promote autonomy and independence that support their ambitions, inclusion and employment outcomes.

You will be joining a diverse team with a wide range of skills that consists of a Learning Support Coordinator, SEND Review Leads, Specialist SEND Assessors, SEND Intervention Mentors, Apprenticeship Support and Liaison Coach and Learning Support Assistants.

A career with us means much more than just a salary- we know that our people are our greatest asset.

We provide an empowering, values-based environment where we all play a part in inspiring a future generation, working towards an inspirational vision. We are passionate about learning and pride ourselves in developing our staff; we will support you both professionally and personally to develop all the skills necessary to make this your next success.

We value mutual respect and believe that trust, respect and civility bring out the best in people. We also work collaboratively utilising the different knowledge, skills and experiences we each have; we strive to create an environment where everyone can give of their best. Working with committed colleagues, we also offer an attractive benefits package, please click on the benefits link to find out more about the range offered.

We celebrate the fact that our students and staff, our partners and friends, are from different social and ethnic backgrounds, different faiths, sexual orientation and ages.

We are committed to equality, diversity and inclusion and we want our workforce to have an equal gender balance, represent a broad mix of people from minority ethnic backgrounds, LGBTQ+, those with a disability and we would encourage all applicants that identify with this to apply.

In accordance with Keeping Children Safe in Education 2024, we will carry out an online search as part of our due diligence on successful candidates.



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 successful applicants and may include both social media and a general internet search.

If you would like to request any further information on this check, please contact [people@gloscol.ac.uk](mailto:people@gloscol.ac.uk)

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

### **3. About the role – How you'll make a difference**

- 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, minibus 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).

## 4. Wider Responsibilities

- Take an active part in the performance review process.
- Comply with all relevant Health & Safety regulations and assist the College in the implementation of its own Health & Safety Policy.
- Comply with and actively promote the College's Equality and Diversity Policy.
- Comply with and 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.
- 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.

## 5. Our College Values

We have **four core values** that reflect what we are, how we do things and where we want to be. We want to support all staff to:

### Be Respectful



**Be Respectful** – To be respectful of self, others, property and environment when at college or representing the college.

### Be Responsible



**Be Responsible** – To take ownership of our behaviours, attitude and personal development.

### Be Ambitious



**Be Ambitious** – To become the best versions of ourselves.

### Be Collaborative



**Be Collaborative** – To work as part of a team or teams, to support each other to contribute and celebrate success.



## 6. Person Specification

### Shortlisting Criteria

<b>Essential</b>	<ul style="list-style-type: none"><li>– Working with individuals with additional learning needs or disabilities</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>– Using assistive technology to support individuals with communicating accessibility and independence</li><li>– Working with 16+ age range</li><li>– Manual Handling and Lifting</li><li>– Medication Handling</li><li>– British Sign Language or Makaton</li><li>– Awareness of Total Communication</li><li>– CACDP Note Takers Certificate</li><li>– Educated to A Level standard or equivalent</li><li>– Willingness to undertake further Safeguarding training</li></ul>

### Person Specification

<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></ul>
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	<ul style="list-style-type: none"><li>– Takes responsibility for playing a part in achieving GC's vision.</li><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>– To undertake intimate personal care or willingness to be trained.</li><li>– Enhanced Child and Adult Barred DBS check</li><li>– Occasional evening and weekend working</li><li>– Ability to work flexible working hours</li><li>– To attend residential and trips relating to the curriculum and course of study</li><li>– To support learners with work-related and volunteering activities</li></ul>

Further Education is an ever-changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work.

This job description will be reviewed annually during the performance review process, and will be varied in the light of the business needs of the College.

The job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

As users of the disability confident scheme, we guarantee to interview all disabled applicants who meet the minimum criteria for all advertised vacancies.

Where an employee or candidate indicates a disability, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all of the duties of the post. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

