

## Job Description



<b>Job Title</b>	Learning Support Worker x2
<b>Department</b>	Enterprise, GCSE Plus and Venture
<b>Reporting to:</b>	Learning Area Manager
<b>Main Purpose of the role</b>	
To support students with a range of learning/behavioural difficulties, (barriers to learning) enabling them to work as fully as possible to achieving their goals and qualifications. The post holders will be members of the <b>Enterprise Department</b> and will be supporting students with their main qualification and functional skills lessons.	
<b>Key Tasks / responsibilities:</b>	
<ul style="list-style-type: none"> <li>• To support students in achieving their goals and qualifications in an agreed range of settings.</li> <li>• To work collaboratively with teaching staff and others to support learner progress and achievement through 1:1s or group support in an agreed range of settings (in the classroom and online).</li> <li>• To adapt/modify some curriculum materials as necessary.</li> <li>• To use the restorative approach when working with learners.</li> <li>• To promote equality and diversity.</li> <li>• To liaise and work closely with the Higher Level Teaching Assistant about student needs, EHCP learners and progression opportunities.</li> <li>• To work closely with the Functional Skills Lecturer, Enterprise and Venture Tutors, Learning Support Co-ordinator, Head and Deputy Head of Additional Learning Support and Learning Area Manager to identify ongoing support needs of our identified learners in the college environment.</li> <li>• Attend team meetings, curriculum meetings, tutorials and review meetings where appropriate.</li> <li>• Complete and submit compulsory documentation in a timely manner.</li> <li>• To update systems and effectively contribute to student logs about academic progress and particular needs.</li> <li>• To attend staff development as appropriate.</li> <li>• To be a positive role model for all staff and students.</li> <li>• Any other duties required by line manager from time to time.</li> </ul>	
<b>Role Dimensions</b>	
<ul style="list-style-type: none"> <li>• The post falls into college term time (normally 36 weeks per year)</li> <li>• 1:1</li> <li>• Ratio support e.g. 1:5</li> <li>• Group support</li> </ul>	

<ul style="list-style-type: none"> <li>• Disability support</li> <li>• ASD support</li> <li>• Behaviour and emotional support</li> </ul>					
<b>Key Interfaces</b>					
<ul style="list-style-type: none"> <li>• Teaching staff</li> <li>• Functional Skills Lecturer</li> <li>• Higher Level Teaching Assistant</li> <li>• Learning Area Manager</li> <li>• Learning Support Co-ordinators</li> <li>• Head of Additional Learning Support Heads of Departments</li> <li>• Deputy Head of Additional Learning Support Heads of Departments</li> <li>• Student/Curriculum Administrators</li> <li>• Learning Mentors</li> </ul>					
<b>Supporting College Goals and Values – all roles</b>					
<p>In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College's goals and, at all times, both internally and externally, to behave in a manner consistent with the College's mission and values.</p> <p>This means:</p> <ul style="list-style-type: none"> <li>• Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.</li> <li>• Promoting the image of the College as one that is committed to the highest standards of delivery and service.</li> <li>• Sharing the College's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work.</li> <li>• Sharing and prioritising the effective implementation of the College's Equality and Diversity Policy.</li> <li>• Promoting and implementing best practice in Health and Safety,</li> </ul>					
<b>Measurable Performance Standards for this role</b>					
<ul style="list-style-type: none"> <li>• To support the attendance, retention, success and progression rates for learners receiving additional learning support</li> </ul>					
<b>Level of Disclosure and Barring (DBS) disclosure required</b>					
Enhanced with barred list checks					
<b>Author and Date</b>					
Josie La Torre April 2023					
<b>Job Evaluation (for HR Completion)</b>					
<b>Score</b>		<b>Profile</b>		<b>Level</b>	

As the needs of the College change, so the above job profile, duties and location of the role within the College may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

# Person Specification

## Learning Support Worker



Criteria	Essential	Desirable	Assessed by
<b>Qualifications and attainments</b>			
Good standard of general education including Maths and English at GCSE Grade C or above (or equivalent).	✓		Application form
<b>Experience and knowledge</b>			
Experience of working with young people and/or adults with a range of barriers to learning	✓		Application form/ interview
Experience of working with young people and/or adults with ASD or Care leavers who can display challenging behaviour.	✓		Application form/ interview
<b>Skills and abilities</b>			
Ability to Show initiative	✓		Application form/ interview
Ability to work as a member of a team	✓		Application form/ interview
Ability to adapt to different situations and individuals	✓		Application form/ interview
High Level of commitment to improving people's lives through learning	✓		Application form/ interview
High levels of personal integrity, positivity and to be proactive in responding to the needs of the college students and other staff	✓		Application form/ interview
Values diversity with strong commitment to promoting equality and business excellence	✓		Application form/ interview
Interest in development and motivation for improved skills	✓		Application form/ interview

Criteria	Essential	Desirable	Assessed by
<b>Essential College attributes</b>			
<b>Initiative:</b> Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	✓		Application form/ interview
<b>Influencing skills:</b> The ability to persuade others.	□	✓	Application form/ interview
<b>Interpersonal Skills:</b> The ability to communicate and interact with other people in a way that promotes cooperative relationships.	✓		Application form/ interview
<b>Teamwork:</b> The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	✓		Application form/ interview
<b>Circumstances of role (if applicable)</b>			
Ability to obtain a satisfactory Disclosure Certificate	✓		<<Application form>>
Must be available to work from Monday to Fridays and evenings if required at any of our Bristol Campuses	✓		Application form/ interview
Current Driving Licence		✓	Application form/ interview