



HILLINGDON

LONDON

Job Profile

JOB TITLE:	Learning Support Assistant
GRADE:	Scale 3
POST NO:	post specific
JOB TIER:	5 (non-management)
DBS CHECK:	Enhanced
GROUP:	Residents Services
SERVICE:	Adult & Community Learning (HACL)

REPORTING STRUCTURE

Reports to:	Programme Area Leader
Direct Reports:	none
Indirect Reports:	none

ROLE PURPOSE:

To enable a supportive and accessible environment for learners and provide guided assistance which enables learners to complete day to day activities and achieve their full potential.

A. Job Profile

1. Resident & Community Contribution

- Work with learners, being responsive to their needs, helping to enable them to achieve their goals.
- Demonstrate understanding of the Council's *Customer Care Standards* and ensure that these standards are met in order to deliver the Council vision of 'putting our residents first'.

2. People Management

- No direct supervisory responsibility however may be requirement to assist in induction, training and mentoring of peers and new employees.

3. Operational Service Delivery

- Support and ensure a suitable learning environment which is safe and aids learning, both within Adult Learning centres and in external settings.
- Recognise the individual needs, issues and challenges that learners may have and provide appropriate support to enable the learners to access learning in the most appropriate way.
- Work with teaching staff on the initial and diagnostic assessments of learners.
- Support the creation of appropriate resources to aid learners in accessing learning activities and achieving their goal.
- Support learners personal and social development both in out outside their learning activities.
- Work under the guidance of the Programme Area Leader and wider curriculum staff to provide one to one and group assistance within learning environments.
- Support learners and teaching staff on educational visits and non-Centre based activities.
- Support learners appropriately during formal assessment sessions, including exam invigilation where required.
- Play an active part in learners' reviews, and in the monitoring of learning, including the maintenance of appropriate records.

4. Service Planning & Development

- Work with curriculum staff on planning and reviewing learning activities to meet qualification boards requirements
- Maintain knowledge of the current Team Plan and understanding of own contribution in order to ensure delivery of this plan.

5. Financial & Resource Management

- Support the creation of appropriate resources to aid learners in accessing learning activities and achieving their goal.
- To demonstrate cost-consciousness and identify any cost effective changes to own way of working.

6. Continuous Improvement

- To undertake a programme of continuous personal development.
- To identify and suggest any improvements to current ways of working in order to deliver a more efficient and effective service for customers.

7. Contacts

- Established and sessional Adult Learning staff.
- Learners and potential learners.
- Carers, parents and volunteers, and staff from external and charity organisations.

8. Additional Responsibilities

- Complete other reasonable tasks in order to fulfil role purpose or as instructed by management.
- From time to time, you will be required to act as an exam invigilator and will be given appropriate training.
- Cover for other curriculum staff within HACL as required, including providing cover in other teams when required.
- Carry out all work in accordance with agreed HACL procedures and standards.
- To show a commitment to and apply the Services safeguarding policy and practices at all times

9. KEY PERFORMANCE INDICATORS

- Delivery of PADA objectives.
- In line with service and team plans.

B. Person Specification

Learning Support Assistant

This person specification will be used for recruitment to this post. It will form the basis of the application form, and candidates will be also assessed against aspects of this person specification at interview.

1. QUALIFICATIONS	ESSENTIAL ✓	DESIRABLE ✓
Appropriate qualifications to role, e.g. English, maths, subject specific and a good all-round level of education.	✓	
Supporting Learning and/or teaching qualification or willingness to achieve this within a tight timeframe	✓	
2. STATUTORY or ROLE SPECIFIC REQUIREMENTS	ESSENTIAL ✓	DESIRABLE ✓
Ability and willingness to work in various locations across the Borough	✓	
Ability to be flexible (by negotiation) to meet the changing needs of the Service	✓	
3. EXPERIENCE	ESSENTIAL ✓	DESIRABLE ✓
Experience in a relevant field, e.g. education, health, social care, business	✓	
Awareness of how to support adults with developing underpinning skills, e.g. English, maths, IT and independent living skills	✓	
Have experience of effective assessment and learning support in an educational environment		✓
Have experience of working with people with disabilities and difficulties		✓
Ability to learn and operate new ICT systems		✓
4. KNOWLEDGE & SKILLS	ESSENTIAL ✓	DESIRABLE ✓
Excellent communication and interpersonal skills.	✓	
Ability to work as a member of a team and independently	✓	
Good written (incl. ICT) and administrative abilities.	✓	
Good understanding of supporting learning as discrete and embedded provision	✓	
Good understanding of learning styles		✓
Knowledge of current issues in adult learning.		✓
Commitment to safeguarding	✓	
Commitment to Health & Safety, and to Equal Opportunities	✓	

5. COMPETENCIES	ESSENTIAL	DESIRABLE
<p>“Can do” positive attitude Demonstrates a commitment to changing work practices and processes, and a willingness to try new ways of working or thinking.</p>	✓	
<p>Takes responsibility and delivers results Adapts to changing demands to ensure that objectives are met, overcoming problems and making well considered decisions.</p>	✓	
<p>Team working Acts as a role model to others in the team, sharing knowledge and experience when necessary, whilst respecting and valuing the contribution other team members' experiences can bring.</p>	✓	
<p>Communication Demonstrates well developed written and verbal communication skills; and the confidence to present reports and verbal accounts credibly to a variety of different audiences.</p>	✓	
<p>Customer Care Develops contacts and relationships with customer/ client groups, regularly reviewing service delivery and taking responsibility to ensure quality service provision.</p>	✓	
<p>Takes ownership of personal development Takes action to develop own and others' capability and knowledge by promoting and supporting developmental opportunities to improve performance.</p>	✓	