

Post title:	Learning Support Assistant
Grade:	CD
Responsible to:	Learner Growth and Wellbeing Manager
Staff managed:	None
Directorate:	Children and Young People's Service
Service:	Adult Learning and Skills
Job family:	E - Education/School
Date of issue:	April 2023

Job context

- September 2021 saw the appointment of a new Shared Head for Adult Learning and Skills to determine a clear strategic vision for the adult learning provision provided by North Yorkshire Council and City of York Council. This role has defined a strategy and direction that will aim to support adults to access the training and support that can be provided by engagement in education.
- North Yorkshire Adult Learning Service (ALSS) provides largely Education Skills funding Agency (ESFA) funded adult and community learning provision, with additional income from dedicated project work, apprenticeships and the support for those learners aged 19-25 with Education, Health and Care Plans (EHCP's).
- The service was rated 'good' in its last Ofsted inspection but this was not under the Education Inspection Framework (EIF). The service has aspirations to move from good to an 'outstanding' rating under the EIF
- In line with NYC's 2020 Modern Council programme the Adult Learning and Skills Service is committed to working in cost effective innovative ways which support the needs of learners and employers
- This role involves written and spoken communications so a confident use of English language is required.
- This role is to work with teachers to support teaching and learning by working with individual learners or small groups of learners under the direction of teaching staff and may involve responsibility for some learning activities within the overall teaching plan
- The role will require full DBS clearance
- This role involves spoken and written communications so a confident use of English language is required

Job Specifics:

- Work closely with the course teacher to support learners individual educational needs
- Support the class teacher in achieving the aims and objectives of the programme
- Be aware of the needs of individual learners and respond with appropriate learning support interventions
- Maintain a professional approach with an awareness of learners' confidentiality
- Ensure that equality and safeguarding issues are identified and that wider transferable skills underpin all adult and community learning and to challenge inappropriate behaviour

Follow guidelines and procedures agreed by North Yorkshire Council, Adult Learning and Skills Service and the teacher

Job Purpose:

To work under the direction of the teacher and follow their guidance to support teaching and learning by working with individuals or small groups of adult learners using a variety of delivery methods (class teaching and Flexible Learning) and resources (including computer-based), providing support where necessary for distance learners

Operational management:	<ul style="list-style-type: none"> • Support pre planned learning activities as directed by the teacher • Provide feedback to the teacher on learning, behaviour, participation and achievement, to support the planning and evaluation of learning progress for groups or individual students • Interact with learners in ways that support the development of their ability to think and learn independently • Assist teachers in the implementation of appropriate behaviour teaching and learning strategies • Support learners in their social and emotional wellbeing and development • Support learners during online sessions and remotely on a one to one basis when required • Support learners to recognise and developing transferable skills, including English, Maths and Digital skills, where possible
Resource management:	<ul style="list-style-type: none"> • Work with Learner Growth and Wellbeing Manager and teachers to report on the use of additional learning support and bursary funding within the AEB and Community Learning programmes • Take responsibility for own Continuing Professional Development • Work with the teacher to ensure appropriate resources are available to support learners with support needs
Partnerships:	<ul style="list-style-type: none"> • Actively participate in training sessions and continuing professional development activities in line with the roles and responsibilities of the post
Strategic management:	<p>In conjunction with the teacher:</p> <ul style="list-style-type: none"> • Contribute to the analysis of community and learner needs. • Implement support plans including revision and development of allocated programmes as required to meet learners outcomes
Communications:	<ul style="list-style-type: none"> • Liaise with others involved in the delivery of learning to develop practice • Support with the provision of feedback to learners verbally and in writing, as appropriate, to support progress • Work collaboratively with teaching staff to support completion of ILP / RARPA to document learners' progress and progression as directed • Ensure learners, and where appropriate teachers, are aware of identified learning needs and help signpost learners to opportunities to address their needs. • Act as a scribe for learners where necessary
Systems and information:	<ul style="list-style-type: none"> • Monitor learner progress and consult with teachers on action to take in situations of slow progress. • Provide accurate and timely information to teachers. This may include Course Information Sheets, registers, RARPA paperwork, assessment documentation and learner/teacher evaluations.
Safeguarding:	<ul style="list-style-type: none"> • To be committed to safeguarding and promote the welfare of children, young people and adults raising concerns as appropriate • Be responsible for promoting and safeguarding the welfare of vulnerable adults and young people that you come into contact with • Promote the governments 'Prevent' initiative to keep learners safe from radicalisation

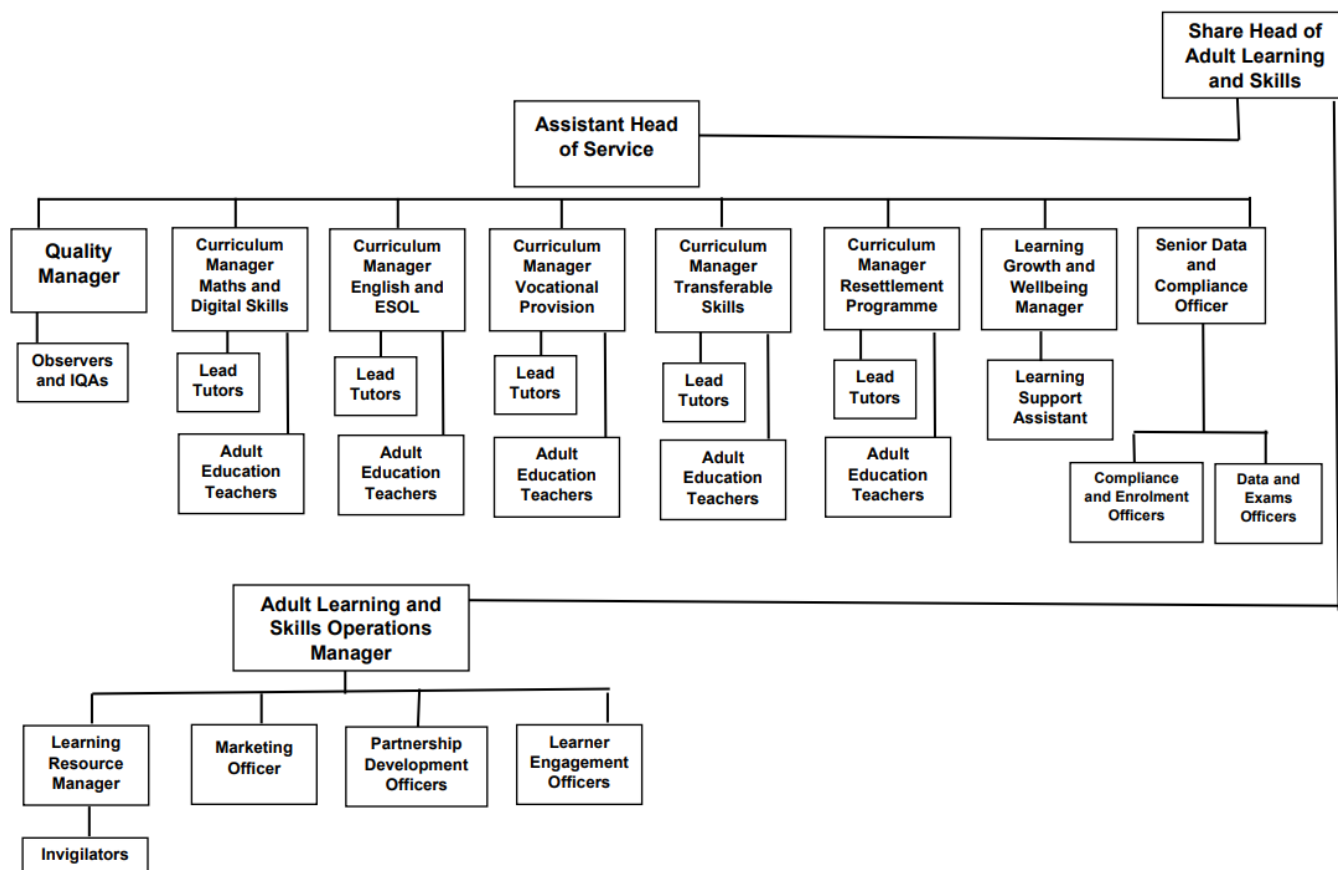
Person Specification:

Essential	Desirable
Knowledge and Experience <ul style="list-style-type: none"> An awareness that individuals have differing needs Current support practices used within further education or schools An understanding of equality, diversity, Prevent and safeguarding issues that underpin all adult learning The application of digital and transferable skills within learning Knowledge and understanding of progression routes that learners might wish to follow on completion of course Working with young people or adults who have a learning difficulty Supporting learning in an education setting (either school or FE) Providing support one to one and in a group setting Experience of using on line communication portals e.g. Microsoft Teams 	<ul style="list-style-type: none"> An awareness of issues affecting adults with a range of mental health issues. Good understanding of barriers to learning experienced by adult learners Experience of supporting on line and remote learning
Occupational Skills <ul style="list-style-type: none"> Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of people The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post Good reading, writing and numeracy skills Good ICT skills and ability to use Outlook and Teams Ability to demonstrate awareness of needs specific to this client group Ability to organise self and others Ability to plan effectively Manage time effectively An empathy for equality & diversity 	<ul style="list-style-type: none"> Ability to use peer review to develop team performance
Behaviours link	
Professional Qualifications Minimum Level 2 qualification in English and maths	<ul style="list-style-type: none"> An appropriate qualification in Supporting Teaching and Learning Level 1 or 2 ICT qualification (or able to demonstrate competency at this level)
Other Requirements <ul style="list-style-type: none"> Ability to travel across the County Ability to support learners outside of normal business hours Professional values and attitudes Ability to work both on own initiative and as part of a team Ability to work to specified deadlines 	

Career progression:

- At NYC we value our employees, and as part of this we can provide wider opportunities to progress in your career. Through discussion with your manager identify areas of interest and consider avenues to progress to them, e.g. apprenticeships and work shadowing/coaching.
- As a large council we have a range of roles, across our services, and can provide a wealth of career and development opportunities to help our employees find fulfilling career development opportunities.

Structure



NB – Assessment criteria for recruitment will be notified separately.

Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.