



JOB DESCRIPTION

Learning Support Practitioner



WALTHAM FOREST COLLEGE
JOB DESCRIPTION AND PERSON SPECIFICATION

POST: Learning Support Practitioner - ALS & Inclusion
(Working across Forest Road Campus or Leyton Orient FC Ground/Score Centre)

REPORTING TO: Deputy Head of ALS & Inclusion

HOURS: 36

GRADE: Business Support 14 - 18

KEY RESPONSIBILITIES

1. To provide high quality and responsive learning support provision which enables learners to develop their skills, promoting the highest level of independence and achieve their goals.
2. To develop professional working partnerships with teaching staff, and other relevant professionals, to identify learner support needs and implement evidence based strategies to support achievement.
3. To maintain records of support, set targets and undertake regular reviews for individual learners in response to their assessed needs, which will provide evidence for the Additional Support Funding claim and demonstrate outstanding support.
4. Work with the Specialist Support Practitioners to prepare resources and differentiated materials to support individual needs and support preparations for assessments and examinations.
5. To promote the highest possible standards in customer care, equal opportunities and health and safety practices for the benefit of learners and the wider community served by the College.
6. To safeguard and promote the welfare of children, young people and vulnerable adults served by the College, always exercising appropriate professional boundaries in and out of work hours.

MAIN RESPONSIBILITIES

1. To provide Additional Learning Support for individual learners both in classes and on a 1:1 or small group basis.

2. To identify the needs of learners through transition information, in-class observation, referral, and assessment, keeping professional logs and following the ALS policies.
3. Under the guidance of your Specialist Support Practitioners; devise support plans, detailing support strategies, to enable other ALS Staff and Curriculum Staff to understand a learner's individual needs and how best to support them.
4. To work with your Specialist Support practitioners and other relevant staff to set learner targets that are carried forward from the young persons EHCP, reviewed periodically and to update/amend targets as and when appropriate.
5. To record all support delivered and to maintain up-to-date high-quality auditable records of support using appropriate systems.
6. To maintain confidentiality and security of all documentation and other information pertaining to learners in line with college and departmental GDPR policies, including exercising a clear desk policy and sharing electronic files securely.
7. To develop and utilise innovative, high quality additional learning support strategies and resources that will meet the needs of learners and enable the College to provide outstanding support of SEND.
8. To work as part of a multi-disciplinary team and ensure that learners are signposted/referred to other support as required.
9. To work proactively to raise awareness of SEND and additional support needs across campus, and to actively encourage strategies to develop a learner's independence and self-confidence promoting autonomy.
10. To attend and contribute to ALS team meetings and to have regular weekly meetings with your Specialist Support Practitioner.
11. To contribute to the College initiatives such as Interview Evenings, Parents Evenings, Open Evenings, enrolment and other special events, including occasional weekends.
12. To contribute to Self-Assessment Reports (SARs).
13. To engage in Continual Professional Development to ensure that specialist knowledge is up to date and informed by sector developments, independently updating your knowledge of the SEN Code of Practise and Safeguarding annually, with a focus on all mandatory training circulated by your line manager/HR.
14. To provide assistance and cover for colleagues as necessary, taking on additional projects as required.

GENERAL

1. Promotes and implement all College policies, particularly those which refer to health & safety, equality of opportunity and Safeguarding young people and vulnerable adults.
2. Participates in College programmes of staff appraisal and continuing professional development.
3. Develop effective working relationships internally and with external partners.
4. To operate at all times in line with the College's values and behaviours.
5. Undertakes other duties as may reasonably be required in the interests of the efficient functioning of the College.

PERSON SPECIFICATION

We need you to use the application form to demonstrate your capabilities in relation to each of the criteria listed below (addressing each point in order).

	Criteria	Essential/Desirable
Qualifications (Educational and Vocational)	Possess a Level 2 qualification in English and Maths or a willingness to achieve within a specified period.	E
	Recent Training in the field of Disability/ SEND/Youth Engagement/Mentoring etc	D
	Relevant qualification in the field of SEND, Supporting Learners and/or Education at Post 16	D
Previous experience/job knowledge	Experience of supporting people with Special Educational Needs, Disabilities, or Social Emotional and Mental Health Needs	D
	Experience of supporting young people/ adults with significant barriers to learning	D
	Experience of working effectively in a team	E
	Experience of setting targets and supporting the achievement of targets	E
	Experience of using a wide range of strategies to support learners to develop their independence and to achieve their goals	D
	Experience of promoting awareness of SEND and good practice	E
Skills (Competencies and Aptitudes)	Demonstrable understanding of assistive technology and it's benefits when used to increase independence	E
	The ability to develop positive working relationships with individuals at all levels	E

	Sound administrative and IT skills	
	Ability to work with parents/carers, outside agencies and other professionals	E
	The ability to communicate effectively orally and in writing.	E
	Flexible approach to your work with a Creative and problem solving approach to situations	E
Other factors/ additional requirements	SAFEGUARDING An understanding of safeguarding and a commitment to creating a safe learning environment	E
	An understanding of and commitment to safeguarding young people and vulnerable adults.	E
	Motivation to work with children/young people/Vulnerable adults	E
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people/vulnerable adults	E
	Emotional resilience in working with challenging behaviours	E
	Attitudes to use of authority and maintaining discipline.	E
	The ability and determination to promote equality and diversity throughout all aspects of College life, including employment and service delivery.	E
	Confident, self-motivated with a committed approach to work.	E
	Commitment to inclusive and comprehensive educational provision.	E