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| JOB TITLE: | Learning Support Assistant  |
| REPORTS TO: | Student Services Co-ordinator |
| ACCOUNTABLE TO: | School / College Management Team |
| RESPONSIBLE FOR: | No management responsibility |
| HOURS: | 33.75 hours (or insert part time hours) |
| SALARY: | £18,072.23 to £19,416.44 Dependant on qualifications |
| LOCATION: | Warford |

**Job Purpose:**

In your role as a Learning Support Assistant, you will support residential and day time only students through the provision of educational learning activities, supporting daily living skills, assisting with personal care, enabling choice and personalisation within education and care plans and maintaining an environment conducive to learning. Our values will be fundamental to how you operate in your role.

You will actively participate in mandatory training and wider developmental opportunities as required by David Lewis to ensure there is an understanding of the learning difficulties and health conditions that the people we support face, the daily impact this has on them and your role in supporting them.

You also have a responsibility to be a great colleague and team worker; delivered through highly effective communication and encouraging each other to become a high performing team.

**Specific Responsibilities:**

**Person Centred Support**

1. To provide support that is safe, evidence based and supported by policies and procedures that guide your practice.
2. To contribute to person centred learning and support plans for the students you support.
3. To deliver support that shows respect for the individual you are supporting and their own personal needs and wishes.
4. Administer medication or treatment plans in line with agreed procedures and within your scope of competence.
5. Support students to meet their personal goals and ambitions with a focus on encouraging independence and / or providing reduced support.
6. To evidence delivery of the informal or formal curriculum in line with personalised targets.
7. Follow educational plans to ensure support provided is effective.
8. Ensure all record keeping is accurate, timely and factual.
9. Escalate any issues regarding an educational plan that doesn’t appear to be meeting need or personal goals to your manager or the class teacher / tutor.
10. Use appropriate communication aids to support learning and choice for students in how they spend their time.
11. Obtain feedback from those we support and their extended family to ensure we continue to meet need, make adjustments to care plans and co-produce solutions.
12. Ensure the health and safety of our students through effective risk management processes
13. Ensure the environment is clean, safe and supportive of learning in accordance with student’s needs and wants.
14. Support with nutrition and hydration, including meal preparation and assistance eating and drinking as required.

**Model of Care:**

1. Embed our values into your daily activities to support the students.
2. Start each day with an appropriate timetable to maximise the time you and your student have together.
3. Ensure your practice supports our ambition to operate least restrictive practice and that sufficiently prioritises prevention over intervention.
4. Utilise the principles of trauma informed care to determine appropriate educational plans and interventions.
5. To be an active member of a multi-disciplinary team, working effectively alongside other professionals who support our students.
6. Take every opportunity to explore options for work experience and engagement in the wider community, whilst respecting choice for the student.
7. Be an active positive participant in audits against the Ofsted framework to ensure we continually explore ways to improve our model of learning support.
8. When things go wrong, take part in the review of what caused the incident and what steps could be taken to avoid a recurrence.
9. Share learning from incidents and successes at end of day briefings.
10. Ensure all risks to students or colleagues are reported and escalated appropriately.

**Inclusive Approach:**

1. Ensure any reasonable adjustments are made to enable person centred communication, involvement in activities and access to the wider community.
2. Explore all opportunities to ensure individual needs are met, avoiding a collective response to activities and work experience.
3. Prioritise activities and opportunities for life skills development that are off site in order to encourage wider community engagement.
4. Supported by your teacher / tutor / line manager, review plans for the student taking into account their wishes and aspirations the wishes of their extended family members, the professional view of best interest discussions and those who commission our services.

**Progression:**

1. Ensure all staff involved in the support of any student are aware of their personal goals and ambitions.
2. Provide evidence through robust record keeping and photographic evidence of progress towards achievement of their personal goals.
3. Celebrate success of individual student’s goals across the wider team.
4. Identify further progress when goals are met to embed continual development and improvement.

**Expectations of all staff employed across David Lewis**

**Safeguarding**

Safeguarding those who we support across our services is of paramount importance to David Lewis. All of our staff have a responsibility to report to our safeguarding team, any incident that causes them concern. Concerns that meet the threshold will be referred onto Cheshire East safeguarding team and where required, the Care Quality Commission (CQC). If you see it, and it doesn’t feel right, report it.

**Freedom to Speak Up / Whistleblowing**

If you have any concerns relating to the running of the organisation, please speak up internally so that we can investigate and make improvements. You will suffer no detriment as a result of raising a concern.

**Equality, Diversity and Inclusion**

David Lewis is committed to ensuring equality of opportunity, experience and outcomes for all those we support and our colleagues. In your role, you may identify or be asked to implement reasonable adjustments for someone we support or a colleague. If you feel sufficient measures have not been put in place to achieve inclusion please report this to your team leader or manager.

**Data Protection**

As an employee of David Lewis you may have access to confidential information in relation to those we support and information relating to colleagues.

The charity provides training on the use of personal identifiable information and you must ensure you follow the policies and procedures of the charity for the sharing of confidential / personal identifiable information. Any breach in the sharing of confidential information, even if accidental, must be reported to your manager.

**Disclosure and Barring Service (DBS) Checks:**

This post, due to its nature, duties and responsibilities, will be subject to a check by the DBS. The level of check which will apply shall be an “Enhanced” level check. Information about this disclosure can be found at www.gov.uk.

To prevent abuse and implement good practice David Lewis ensures that recruitment practices are robust and rigorous and that all staff employed have up to date and acceptable references, a full and complete employment history, an Enhanced DBS check and a check of the DBS barred lists.