



JOB PROFILE

Learning Assistant Specialist Setting and Services ASN

Incorporates

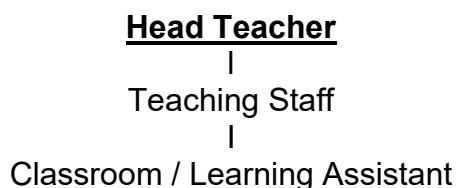
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SECTION 1: POST DESCRIPTOR

1. JOB DETAILS	
Job Title: Learning Assistant Specialist Setting and Services ASN	
Department: Educational Services	Section: Special Settings and Services
Reports to: Manager / Depute Head Teacher	Grade: 5
Position Number: ES8322	Gauge Reference: A7753
2. JOB PURPOSE Working within a specialist establishment the purpose of this role is to assist Teaching staff with the care and support of children with Additional support needs. They will relieve teachers of non-teaching duties within educational establishments and contribute to the quality of learning and teaching provided by the department. There will be a high level of need which requires intensive support. Under the direction and supervision of the class teacher the post holder will take part in providing support for learning and carry out a range of administrative and supervisory duties on behalf of the class teacher. Within Specialist establishments there are high levels of personal social and emotional care which the post holder is required to assist with.	
3. DIMENSIONS and SCOPE OF JOB (including budgetary and staffing responsibilities) Budget: No direct budget responsibility - From time to time may be responsible for the purchasing of supplies for the department under the direction of the PT. Staffing Direct: No direct Staffing responsibility. Staffing Indirect: At times, as directed by line manager, may be required to guide / support / provide shadowing opportunities to new to post learning assistants, student learning assistants, modern apprentice students and/or volunteers to the setting.	

4. ORGANISATIONAL CHART

(shows levels directly above and below this post and includes grades of posts)



5. ROLE OF DEPARTMENT/SECTION

The Central Support Service is responsible for targeted support for children and pupils with additional support needs across West Dunbartonshire Council establishments.

6. KEY ACTIVITIES, RESPONSIBILITIES and OUTCOMES

- **Contribute to the quality of care and welfare of pupils and assist with pupil's personal care and development**
 - ❖ building good relationships and contact with pupils
 - ❖ demonstrate empathy for all pupils
 - ❖ encouraging good standards of pupil behaviour
 - ❖ supervising non-teaching areas e.g. corridors, cloakrooms, tuck shops, dining rooms, playgrounds
 - ❖ supervising classes/social areas during wet weather breaks
 - ❖ escorting pupils within and out with the premises e.g. between classrooms, on educational visits, swimming lessons, sports events
 - ❖ providing comfort and care for minor accidents, upsets or ailments e.g. cuts and bruises (reporting to teaching staff if considered serious)
 - ❖ helping children who need support whilst encouraging independence
 - ❖ assisting with the toileting of children in line with their own requirements – ranging from assisting to use the toilet or changing children with incontinence difficulties as necessary. This may include stoma care and catheterisation.
 - ❖ As part of a team of support, assist with healthcare needs such as administration of prescribed medicine and feeding requirements in line with appropriate training. Please note necessary training and record keeping of training and administration will be required to be up kept. Examples may include although not inclusive of all that may be required: rectal paraldehyde, oxygen support, suction support.
 - ❖ In line with the additional support for learning act, this job will be part of the team around the child, supporting inclusion and meeting learner's needs academically, socially and emotionally.
- **Contribute to the effective organisation and use of resources**
 - ❖ organising and maintaining the stock of materials and distributing resources
 - ❖ maintaining and cataloguing collections of resources e.g. libraries, collections of computer software, mathematics equipment
 - ❖ preparing classroom materials by duplicating, setting out and clearing away equipment, making booklets

- ❖ making displays e.g. mounting examples of children's work, pictures, interest tables under the supervision of teaching staff
- **Support the needs of pupils effectively accessing the curriculum**
- ❖ building a positive relationship with pupil and supporting the classroom/school ethos
- ❖ developing good teamwork with the class teacher and other staff who are supporting pupils
- ❖ preparing the teaching areas for aspects of the day's work
- ❖ supporting pupils in paying attention concentrating and staying on task
- ❖ providing appropriate praise and encouragement to pupils during tasks
- ❖ supporting children working together to encourage teamwork and co-operation
- ❖ providing support to pupils in their classroom learning; e.g. use of computers and general class activities
- ❖ assist the pupil in practising any skills already taught by the class teacher, follow up programmes, under teacher direction
- ❖ Support a Total Communication approach across the establishment/class, using a range of alternative methods to support and encourage two way communication and speech and language development e.g. use of visuals/symbols, Makaton and/or Hi Tech Aids.

7. PROBLEM SOLVING

Job holder would be expected to deal with day to day matters and refer any challenging problems to their line manager.

A school environment is busy and varied with ever changing requirements this can be challenging at peak times. The ability to respond to emergency situations are common place.

8. PLANNING

Job holders would be expected to follow a daily / weekly routine of tasks that link with the teaching and time table requirements.

9. ASSIGNMENT AND REVIEW OF WORK

Day to day duties are assigned by the classroom teacher. However the Head Teacher / Senior Management will responsible for developing work planes and responsibilities and this will be reviewed through the PDP process and regular one to ones.

10. COMMUNICATIONS AND WORKING RELATIONSHIPS

Internal communications and working relationships: working with the staff within the school, both teaching and support staff and pupils within the school.

External communications and working relationships: dealing with parents and carers under the direction of teaching staff.

11. DECISION MAKING

The job holder works alongside the teachers within the department and will be provided with direction and supervision. They will however have to exercise initiative when dealing with tasks or situations, working within council and departmental policies.

12. MOST CHALLENGING PART OF THE JOB

The most demanding part of this role is dealing with the relationships and requirements of an additional support needs environment. Working in additional support needs environment can be demanding and challenging, balancing the individual requirements and the various physical, emotional and social needs of pupil in their care.

All pupils within this environment have additional support needs of stage 4+ or above. This can mean providing support for high levels of personal care and development need. At times children and young people may display dysregulated behaviours that can be a challenging aspect of the job. In line with the Nurturing Principles, this behaviours should be seen as communication and every attempt should be made to de-escalate and support the child or young person. Professional Learning will be provided via the local authority annually to support this challenging aspect of the job and best support the workforce and learners.

A school environment is busy and varied with ever changing requirements this can be challenging at peak times. The ability to respond to urgent situations are common place.

Some of the children and young people you may be required to work with may have life limiting conditions which lead to bereavement of the child or young person during their school career. This most likely will lead to emotional strain and appropriate support will be planned and provided to support the class team, wider staff, fellow pupils and families at such times.

13. GENERAL

Disclosure/PVG – PVG Children required.

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Politically Restricted Post: no

14. WDC TRAINING

West Dunbartonshire Council – Operates Skills Passports for all employees, which details the training available and timescales for undertaking courses. Skills passports are available via the Council's Intranet Organisational Development & Change

- Skills Passport A – New Entrant Employee Passport Includes WDC Induction; Equality & Diversity; Data Protection (GDPR) & Security Awareness and relevant i-learn modules;

Policy Reading: Code Of Conduct; ICT Information Security Policy and Acceptable Use Policy

- Skills Passport B – WDC Employee Passport
- Includes relevant I-learn modules

15. ROLE SPECIFIC TRAINING

Listed below are the training requirements which must be completed in order to undertake this position, with timescales where appropriate. Noting this is in addition to generic WDC training listed above.

- Child Protection – annually
- Food and Hygiene – every two years (unless more frequently required by the service)
- Moving and Handling (as required)
 - Other local training (ASN and mainstream)
 - Makaton

SECTION 2: PERSON DESCRIPTOR

Essential	Desirable
Qualifications	
Good basic education providing evidence of competency in literacy and numeracy skills	First Aid Certificate or similar qualification
If the post is for a specialist early years placement Scottish Social Services Council (SSSC) registration is required.	
Training	
Willing to undertake any necessary training	
Trained in Makaton or willing to undertake professional learning within the first year in post.	
Experience	
Previous experience of working with children and/or in a school environment	Evidence of working in a similar post
General office experience	
Experience of working with children and young people with a range of additional support needs.	
Knowledge and Skill	
Good organisational skills	
Ability to demonstrate competent verbal and written communication skills.	Knowledge of alternative augmented communication systems.
Good interpersonal skills	
Disposition	
Committed to promoting the school ethos	Willing to be involved in whole school and extra curricular activities.
Ability to work with people of all levels	
Ability to use your own initiative and display sound judgement within the remit.	
Ability to stay calm under pressure / in a crisis	