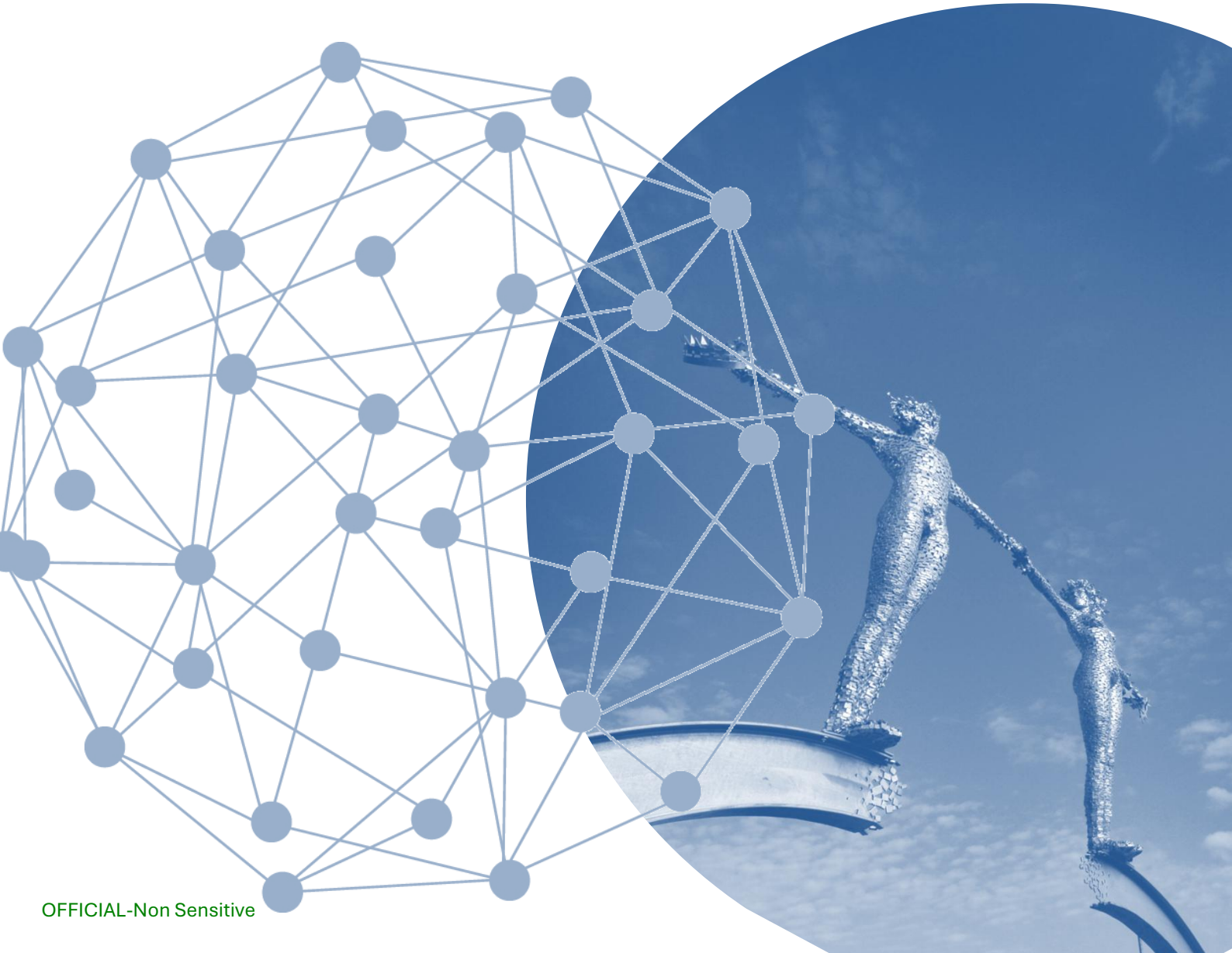
Clackmannanshire Council | Comhairle Siorrachd Chlach Mhanann
www.clacks.gov.uk

Learning Assistant (Severe & Complex Additional Support Needs) – Alva Academy
£30,094.27 – £32,685.78 pro rata



Contents Page

[Recruitment Process and Key Dates]

[Job Profile]

Recruitment Process and Key Dates

Apply online at www.myjobscotland.gov.uk. Applications should be submitted online using the forms provided through the myjobscotland portal.

CVs will not be considered.

All applications must be received by 11.59pm on the closing date. Late applications will not be considered.

Your application form should contain sufficient information and evidence to demonstrate that you have the skills and experience required for the post.

KEY DATES

We would ask that you note the dates of the recruitment timetable and ensure you are available to meet the scheduled arrangements.

- Closing date: 28/11/2026
- Proposed interview date: w/c 07/12/2026

You will be notified by email at each stage of the process. Please ensure that you check your junk/spam as sometime emails from my job Scotland go into there.

We will advise all candidates of the outcome of the recruitment process as soon as possible.

If you are the successful candidate:

(a) You will be asked to submit a completed pre placement health questionnaire so that the necessary medical clearance can be obtained prior to commencement of employment.

(b) We require **two** references. Your reference will be written to after interview. One must be from your current or most recent employer who may be contacted and can comment on your experience and competence for this post. Please state their position in the company / organisation. It would be helpful if you could advise your referees of these arrangements. Please ensure that the email address is correct for them on the application form before submitting as we contact all references by email, as this may delay the manager confirming a start date with you.

(c) You may, depending on the type of post, be required to undergo a PVG/Disclosure check prior to a formal offer of employment being made by Clackmannanshire Council. This is now an online form, which you will be emailed a link and you only have 7 days to complete.

If successful, detailed statements of particulars will be provided to you via email once all satisfactory pre-employments have been received.

OFFICIAL-Non Sensitive
OFFICIAL-Non Sensitive

Clackmannanshire Council | Comhairle Siorrachd Chlach Mhanann
www.clacks.gov.uk

Job Profile

This job profile sets out the principal responsibilities of the post at the time it was compiled. Such duties may vary from time to time without changing the general character of the duties or the level of the responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Section A	**Grading Section**
Post Title: Learning Assistant (Severe & Complex Additional Support Needs) and ASD Provisions **Initial Location:** Alloa Academy (Severe & Complex Additional Support Needs Provision), Lochies Primary, Alva Primary (ASD) and Alva Academy (ASD). **Reports to**: Head of Establishment **Service:** Wellbeing – Education **Date last updated:** March 2024 **Date if superseded:** May 2025	**Eval Ref:** A4795 **Post Number:** B7f **Grade:** SS05

Section B
ORGANISATIONAL RELATIONSHIP AND EMPLOYEE RESPONSIBILITY

Learning Assistant tasks will normally be taken from the list below, being allocated by the Head Teacher or Designated Manager. Duties and responsibilities may change from time to time to meet individual need or circumstances without changing the level of responsibility entailed.

Head Teacher/Designated Manager

^

Learning Assistant

OFFICIAL-Non Sensitive
OFFICIAL-Non Sensitive

Section C
PRINCIPAL PURPOSE AND OBJECTIVES

Learning Assistants work collaboratively as a member of the school team or specialist educational service under the direction or supervision of the Head Teacher or designated Manager, to promote effective learning, teaching, personal development, health and well-being and an atmosphere of achievement. With appropriate training, Learning Assistants may be required to assist and support the physical, mobility and medical additional needs of learners in school. This may include following prescribed programmes of physiotherapy, occupational therapy and hydrotherapy. Learning Assistants may also be required to assist learners with alternative means of feeding including Gastrostomy, Nasogastric tubes or other means of feeding. Learning Assistants may also be assisting with the care and maintenance of 'Ostomies' such as Stoma bags.

Learning Assistants within the local authority specialist provisions implement the pupil's individual educational and care plans, for example, learning, communication, sensory and personal care needs. This will also involve moving and handling and administering medication.
They will be required to work under the supervision of the Class Teacher, supporting children with their learning and reporting progress back to the Class Teacher.
Learning Assistants provide support to Teachers to facilitate effective and efficient use of resources in the promotion of teaching and learning and the raising of attainment and achievement in the classroom.

Learning Assistants within the Severe and Complex ASN provisions and ASD provisions contribute to raising achievement and help in the general supervision, safety and care of pupils by supporting the learning process. They support pupils including those with additional support needs whose difficulties may arise from behaviour, learning, sensory or physical impairment or family circumstances.

Learning Assistants who work within the Severe & Complex ASN and ASD specialist provisions will support pupils who have complex communication, sensory and learning profiles and potentially personal care needs. Many pupils will have specific communication profiles or may be non-speaking.

Learning Assistants may work with pupils on an individual basis or in groups in any appropriate setting. They require to work flexibly depending on the need of the school.

Section D
MAIN DUTIES AND RESPONSIBILITIES

Provide support and assistance to pupils to assist them to access the curriculum effectively.

Assist and support general classroom activities; including employing communication supports and tools, including high and low tech alternative and augmentative communication supports, note taking, reading and scribing within class and for assessments.

Assist pupils in preparation and organisation of their work.

Assist and support the implementation of individual or group programmes with pupils who have language/physical/sensory difficulties as directed by teachers/therapists.

Support the implementation of individual plans, targeted interventions, risk assessments and stress reduction plans.
Be responsive to pupils' individual needs, adapting accordingly, providing high quality personalised support in consultation with the class teacher.
Support pupils with targets as part of Individualised Educational Programmes and co-ordinated support plans.

Assist with tasks where there are physical and/or other difficulties which make tasks more difficult, whilst encouraging independence wherever possible.

Contribute to the quality of care and welfare of pupils.

Assist pupils with eating and drinking and personal care, including intimate care and toileting.

To follow agreed protocols in the administration of medication outlined in Clackmannanshire Education Service Policy.
Carry out emergency basic first aid.
Moving and handling of pupils including use of hoists and postural equipment. In addition, following training and practice, to ensure safe handling of pupils in line with Clackmannanshire's de-escalation and disengagement techniques.

Support the implementation of the school's positive behaviour policy and restorative practice, this may include safe holding.

Provide pupil support out-with class as required for pupils on breaks, school trips and activities.

Provide temporary cover at designated road crossing patrols as required.

Handle, utilise and use special equipment e.g. wheelchairs, standing frames, hoists etc.

Assist in practical subjects, ensuring the safe use of equipment.

Provide information for review meetings if requested by class teacher or Senior Management.
Communicate information to staff about pupils.

Develop nurturing, trauma responsive, supportive and positive relationships with pupils.

Maintain confidentiality of colleagues, pupils and their families, at all times.

Support the quality of learning and teaching in the classroom by providing administrative support to Teachers.

Produce displays, visual aids, worksheets and other resources as directed by the Teacher.

Photocopy materials.

Contribute to maintenance of record keeping.

Contribute to the effective organisation of materials and use of resources.

Assist in the setting up and use of curriculum materials.

Non–teaching supervision of group/individual work.

Assist pupils with the use of technology.

Provide clerical support / IT Support.

Basic money handling.

Carry out other service specific duties as required.

Section E
KNOWLEDGE, SKILLS AND EXPERIENCE

This section details the knowledge and skills including any qualification, specific training or experience required.

Essential:

Criteria	**Means of Assessment e.g. Application, Interview, Reference, Certificate**
1. Qualifications at SCQF Level 4 (e.g. Standard Grade General, National 4) or equivalent, including numeracy and literacy. Significant experience in a similar role working with people with complex neurodiverse conditions (including autism for the ASD provisions) may be considered in lieu of formal qualifications.	Application Certificate
2. Appropriate relevant experience of working with people with complex neurodiverse conditions (including autism for the ASD provisions) in a school setting.	Application Reference Interview
3. Previous relevant work experience with people who have complex neurodiverse conditions (including autism for the ASD provisions) in a paid or voluntary capacity and demonstrate an understanding of autism and co-occurring conditions	Application Reference Interview
4. To have knowledge and understanding of AAC (Alternative Augmentative Communication)	Application Interview
5. To hold or obtain SCQF6 Emergency First Aid qualification or undertake training within 6 months of employment	Application Certificate

6. To undergo specific identified professional learning in relation to individual pupil's medical needs from Allied Health Professionals.	Application Certificate
7. Undergo Child Protection training	Application Certificate
8. Have a working knowledge of de-escalation and co-regulation strategies OR undertake CPI Safety Intervention training when required, as part of the Child's Plan.	Application Certificate Interview
9. Have knowledge and experience of sensory regulation interventions.	Application Certificate
10. Good organisational and communication skills.	Application Reference Interview
11. Positive attitude, flexibility, patience and a professional approach.	Application Interview Reference
12. Basic literacy and numeracy skills.	Application Interview Reference
13. Basic ICT skills.	Application Interview Reference
14. Confidence, reliability and consistency in approach.	Application Interview Reference
15. Good listening skills.	Application Interview Reference
16. Good interpersonal skills.	Application Interview Reference
17. Ability to act successfully as part of a team.	Application Interview Reference

18. Ability to relate to children and young people.	Application Interview Reference
19. Ability to take responsibility and make good judgements when necessary.	Application Interview Reference
20. Commitment to personal development.	Application Interview Reference
21. Ability to build and maintain positive relationships with pupils, parents and colleagues.	Application Interview Reference
22. Gain/Maintain PVG Scheme record/Scheme record/update.	Application Disclosure Check

Desirable:

Criteria	**Means of Assessment e.g. Application, Interview, Reference, Certificate**
1. Hold current full driving licence	Application Licence

Section F
WORKING ENVIRONMENT AND PHYSICAL REQUIREMENTS

The job holder will predominantly work indoors in the course of normal working and will be expected to carry out supervision of pupils outside at break and lunch times on a daily basis.
Outdoor learning activities, for example, a community outing, will also take place on a regular basis.
The jobholder may be required to support pupils presenting dysregulated and challenging behaviour on a daily basis. There may be a requirement to support pupils with personal needs or supporting when unwell, which can include dealing with clinical waste. This will be a daily requirement for Learning Assistants working in the Severe and Complex ASN provisions, where there will also be stoma and/or colostomy care tasks. Protective clothing including disposable aprons and gloves will be provided for these tasks.
Practical support is a main feature of this job, and this can be physically demanding. The jobholder will be expected to stand/walk for a large proportion of the working day. Emotional and mental resilience is required to allow staff to support pupils in times of health, emotional or behavioural crisis
Intervention techniques, including de-escalation and disengagement techniques, may be required to be used by the jobholder as part of the Child's Plan. The jobholder will be required to undertake appropriate professional learning and be physically able to do so.

Section G
PHYSICAL CO-ORDINATION

This section details the predominant demand for physical skills and co-ordination required to undertake this job. For example: operation of hand tools, keyboard skills, driving and other equipment.

The jobholder will be expected to work with a variety of computer programmes and educational resources.

The jobholder will be expected to use and operate prescribed equipment to support pupils postural and moving and handling needs, communication devices, Occupational Therapy equipment.

Section H
MENTAL SKILLS

This section details the level of problem solving, analysis, creativity, forward planning/scheduling required.
In the course of a normal working day, the jobholder is required to use their initiative to problem solve minor issues, by applying common sense and good judgement skills. For example, to support pupil disagreements, basic IT issues.

The jobholder will be responsible for supervising social trips planned by the class teacher.
The job holder may be required to deliver prescribed interventions or programmes such as Get Set Go in the ASD provisions and Sensory Regulation Programmes in the Severe and Complex ASN areas.

Section I
CONCENTRATION

This section details the work related pressures which may make concentration more difficult and the responsiveness required of the job holder. For example: service related deadlines, internal /external deadlines, conflicting demands.
Due to the complexity of the pupils' additional support needs, the jobholder needs to be attuned to pupils' needs at all times.
In the provisions, the jobholder must be aware of and adhere to individual plans including Child's Plans, Risk Assessments, Communication Profiles, Stress Reduction Plans and, where applicable, Care Plans.

Section J
COMMUNICATIONS SKILLS AND DEALING WITH RELATIONSHIPS

This section notes examples of the individuals or organisations with whom the post holder will come into regular contact and explains the nature of the communication and level of skill required by the post holder. E.g. dealing with complaints, clients etc.
Children within the provisions may have complex communication profiles or may be non-speaking communicators.
The jobholder will be expected to communicate using a range of AAC tools specific to the pupil's communication profile. This may include the use of such things as symbols, Makaton or high-tech devices.
Visiting professionals such as Allied Health Professionals or Educational Psychologists will provide professional learning for the jobholder to ensure they appropriately support individual needs.
The jobholder will support pupils with complex learning profiles.
Pupils within the provisions can often present as dysregulated, which can be challenging for staff. The jobholder will be responsible for implementing de-escalation strategies and restorative strategies to keep the pupil safe, avoiding harm to themselves and other children during class time and playground supervision. For some pupils, the jobholder may be required to safehold, as per the CPI Safety Intervention training.
The jobholder must be able to build and maintain positive relationships with pupils, parents and colleagues.

Section K
PHYSICAL ASSETS, DATA AND FINANCIAL RESOURCES

This sections details responsibility for physical assets, e.g. vehicles, buildings, stock control/procurement, data e.g. computers, record keeping financial the direct/indirect responsibilities for financial resources, from handing cash and cheques, through processing invoices and other financial transactions, to accounting for financial resources and budgetary activities.

The jobholder is responsible for undertaking learning activities including visits to the local community on a regular basis and will have a direct responsibility for handling cash.

The jobholder will contribute to the maintenance of record keeping.
They may be expected to provide information for review meetings if required by the Class Teacher.

Section L
INITIATIVE AND INDEPENDENCE

This section details the problems which the post holder must deal with in the course of normal working, the decisions which the jobholder is able to take, and the extent to which advice and guidance is available (Note, these are illustrative and are not exhaustive).

The jobholder is expected and required to exercise initiative. This will include working within school guidelines, GIRFEC, emergency first aid procedures etc. The jobholder will be expected to personally deal with minor issues without the need to defer to the Class Teacher.
Guidance is available from the Class Teacher, Principal Teacher or Head Teacher when required.
The jobholder must be able to commit to personal development and seek advice appropriately.

The post holder must be confident, reliable and consistent in approach

Section M
EQUAL OPPORTUNITIES

Staff are expected to promote equality of opportunity.

As a member of staff, you will be expected to uphold and promote the Council's policy commitments to equality and diversity and its legal obligations under the Equality Act as well as ensuring the fair, equitable and non-discriminatory treatment of service users, colleagues and partners.

Section N
HEALTH AND SAFETY

The Council must abide by relevant health & safety and employment law, as well as the common law duty of care. All members of staff are required to take care of their personal health and safety and that of others who may be affected by their actions or inactions. You are therefore required to carry out your duties in a safe manner in accordance with instructions and in compliance with safety rules/procedures, regulations and current and appropriate codes of practice. You are required to advise your line manager if you become aware of any unsafe practice or condition or if you have any other safety concerns and must comply with accident and near-miss reporting procedures.

If you supervise, manage or lead other staff, you are also responsible for ensuring that the Council's operations are carried out in such a way that ensures, so far as is reasonably practicable, the health, safety and welfare of those staff and that of any others who may be affected. You will therefore conduct relevant risk assessments and assign duties with appropriate instructions, in compliance with safety rules/procedures, regulations and codes of practice. You will address and/or escalate any issues of any unsafe practice, condition or any other safety concerns you identify or that are brought to your attention, taking appropriate advice as necessary and will ensure that accident and near-miss reporting procedures are understood and complied with.

Section O
CLIMATE CHANGE
The Council agrees that climate change is one of the most serious challenges facing its communities and across the world and understands that meaningful action at international, national and local level is required in order to safeguard our planet for future generations. As a member of staff, you are asked to uphold and promote the Council's net zero targets and its statutory requirements to reduce greenhouse gas emissions as part of the Public Bodies Climate Change Duty reporting process.