JOB PROFILE
Learning Assistant
ELCC

Incorporates

Section 1 **Post Descriptor**

Section 2 **Person Descriptor**

SECTION 1: POST DESCRIPTOR

1. JOB DETAILS

Job Title: Learning Assistant (Early Years)	
Department: Educational Services	**Section: Early Learning and Childcare**
Reports to: Head of Centre	**Grade: 4**
Position Number: ES0533	**Gauge Reference: A7751**

2. JOB PURPOSE

Working within Early Education and Child Care Centres the purpose of this role is to provide assistance to staff and children as instructed by the Head of Centre and contributing to the quality of learning and teaching provided by the department.

Under the direction and supervision of the Head of Centre the post holder will take part in providing support for learning and carry out a range of administrative and supervisory duties.

There will also be a requirement to assist with the personal, social and emotional care of children and young people. This will include toileting and changing duties.

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 SLT.

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)

Head of Centre
|
Depute / Team Leader
|
Early Education and Child Care workers
|
Learning Assistant

5. ROLE OF DEPARTMENT/SECTION

The Early Education and Child Care Service offers nursery provision for the children across West Dunbartonshire Council establishments.

6. KEY ACTIVITIES, RESPONSIBILITIES and OUTCOMES

- **Contribute to the quality of care and welfare of children and assist with children's personal care and development**
- building good relationships and contact with children
- demonstrate empathy for all pupils
- encouraging good standards of child behaviour
- supporting pupils with emotional regulation e.g. at times of change, transition and if stressed or anxious
- supervising and supporting in corridors, cloakrooms, dining rooms, playgrounds etc
- part of the outdoor area/playground supervision may also include resourcing the area and facilitating play
- escorting children within and out with the premises e.g. between playrooms, on educational visits, swimming lessons, sports events
- providing comfort and care for minor accidents, upsets or ailments e.g. cuts and bruises (reporting to childcare staff)
- 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 as necessary. This may include stoma care and catheterisation. For example Type 1 Diabetes, the Leaning assistant may prompt the child to check their blood sugar and administer insulin to promote independent selfcare. However there will be times where it may be necessary for the Insulin to be administered by the Learning Assistant. At all times this process would be supported by a school Risk Assessment.
- As part of a team of support, assist with healthcare needs such as administration of prescribed medicine, supporting a variety of medical needs and feeding requirements in line with appropriate training.

In line with the additional support for learning act, this job will be part of the team around the child, supporting inclusion and meeting learners 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 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
- recording educational television and radio programmes

- **Support the needs of pupils effectively accessing the curriculum**
- building a positive relationship with children and supporting the centre ethos
- developing good teamwork with the child care worker and other staff who are supporting children
- supporting independence
- preparing the areas for aspects of the day's work
- supporting children in paying attention concentrating and staying on task
- providing appropriate praise and encouragement to children during tasks
- supporting children working together to encourage teamwork and co-operation
- providing support to children in their learning; e.g. use of computers and general class activities
- assist the children in practising any skills already taught by the childcare worker, follow up programmes, under 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, 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**.**

An Early Years environment is busy and varied with ever changing requirements this can be challenging at peak times.

8. PLANNING

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

9. ASSIGNMENT AND REVIEW OF WORK

Day to day duties are assigned by the Head of Centre. However the Head of Centre / Management will responsible for developing work plans 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 children within the Early Education and Child Care Centre

External communications and working relationships: dealing with parents and carers under the direction of Early Years staff

11. DECISION MAKING

The job holder works alongside the Child Care Workers 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 the children and young people. Working in a Early Years environment can be demanding and challenging, balancing the individual requirements of the children and the support requirements of the Early Years staff. 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.

An Early Years 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.

Dealing with the personal care of children and young people is another area that individuals can find challenging.

13. GENERAL

Disclosure/PVG membership: PVG children

Politically Restricted Post: n/a

The duties and responsibilities contained within this Post Descriptor are neither exclusive nor exhaustive as the postholder may be required to undertake other reasonably determined duties commensurate with the level and grade of the post without changing the general character and nature of the post.

The Post Descriptor may be subject to revision, depending on the future needs of the post and the organisation, following appropriate consultation.

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)
- SSSC

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
	Scottish Social Services Council (SSSC) registration	SVQ social Services to be achieved within 3 years Scottish Social Services Council (SSSC) registration
	Training	
	Willing to undertake any necessary training	
	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 organizational 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	