



Learning Support Assistant (Wingrave)

Reporting to	Teacher	Date	September 2014
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Key Responsibilities:

MacIntyre considers the position of **Learning Support Assistant** to be one of considerable responsibility and confidentiality. The post holder will be expected to show judgement and initiative at a level which is commensurate with this expectation.

As a **Learning Support Assistant** you will have the responsibility of upholding the Statement of Values in all aspects of your work and promoting a positive image of MacIntyre and its provision.

You will deliver person centred support to meet the needs and aspirations of the children/young people being supported exemplifying best practice at all times. Ensuring that you support the Teacher and your team with the delivery of a value for money service .

You will support children/young people in a person centred way, promoting the organisations DNA and core values to include, Great Interactions. You will treat the person we support with respect dignity and equality.

Core Tasks:

Accountability to the children/young people we support

1. To work in accordance with MacIntyre's values as explained in The Commitments
2. To ensure that children/young people we support are treated with respect, dignity and equality.
3. To be personally responsible for the standard and quality of your practice.
4. To safeguard and promote the welfare of the children/young people we support.
5. To develop risk assessments and ensure that each person is supported through a positive approach to risk management.
6. To maintain the confidentiality of information.
7. To adhere to MacIntyre's policies and procedures.

Accountability to yourself

1. To be responsible for your own personal and professional development and undertaking learning and development activities as required.
2. To participate in regular supervision sessions and annual appraisals.
3. To work in accordance with relevant codes of practice and governing legislation.
4. To be aware of your responsibilities in accordance with the Health and Safety at Work Act.

Main Tasks:

1. To be accountable and take responsibility for applying your learning, training and skills to support children/young people in a way which embodies Great Interactions, through person centred thinking and planning, using children/young people's preferred method of communication.
2. To be focussed always on outcomes for the children/young people we support to promote increased choice and control.
3. To support children/young people in the development and review of their person centred plans/individual learning plans and to work in accordance with their agreed plans.
4. In exceptional circumstances, and with consultation with a senior member of staff, lead educational sessions following a session plan completed by a teacher.
5. To contribute to planning sessions and schemes of work.
6. To contribute to initial and baseline assessments and the ongoing assessment of learning
7. In consultation with the teacher to gather evidence for externally accredited learning



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8. To ensure that all recording filing and administrative systems and processes are maintained.
9. To support and assist each person to maintain a high standard of personal care, including intimate care, hygiene and physical well being involving where required support with moving and handling and the use of mobility aids and equipment.
10. To respond appropriately to medical or health concerns and, when authorised, administer drugs and medication and contribute and support therapeutic objectives in accordance with MacIntyre's policies and procedures.
11. To help plan and support holiday, vocational, learning and social arrangements for the children/young people we support.
12. To have responsibility, if required for the proper use and accounting of finances, including monies belonging to the children/young people we support.
13. When required, to support children/young people to complete domestic tasks and maintain their home/learning environment.
14. When required, to support children/young people to make, prepare for and attend appointments.
15. To support children/young people to develop and maintain relationships and to participate in and contribute to their local community.
16. When required, to act as link worker for named individuals, to oversee the coordination of their plans and/or to be their advocate and improve the quality of their life.
17. To communicate with families, representatives and outside agencies in a professional and courteous manner.
18. When required, to take part in external meetings and reviews, and liaise with appropriate professionals.
19. To strictly adhere to MacIntyre's protection and safeguarding policies and procedures.
20. To bring to the attention of a senior colleague any matter for concern over the well being, safety or safeguarding of a person we support.
21. To act professionally and work cooperatively as a member of a staff team, and contribute to a culture of open communication and constructive feedback with colleagues, including volunteers.
22. To participate in team meetings making a constructive and full contribution and to adhere to team decisions.
23. To be flexible in your approach and be able to work in a range of groups and areas of the school; where required to meet the individual needs of the children/young people we support.
24. When authorised, to work unsupervised taking appropriate responsibility for the effective running of the lesson/activity.
25. To promote equality of opportunity, a respect for diversity and anti-oppressive practice.
26. To be aware of the regulatory frameworks within which you work and to keep abreast of national, corporate and local developments which affect your work.
27. Where required and authorised, to drive the vehicles used by the children/young people we support and to participate in ensuring the upkeep of maintenance of any such vehicles.
28. Where required to be responsible for the maintenance and use of any equipment within the service.
29. To undertake any other duties as requested by the Teacher.

This job description is current as at September 2014. In consultation with you it is liable to variation by MacIntyre to reflect actual, contemplated or proposed changes in or to your job.



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Person Specification: Learning Support Assistant

Abilities and Skills	The key competencies are set out below. Please refer to the detail of the competency framework:
Education, Knowledge and Experience	<ul style="list-style-type: none">• An interest in the work in which MacIntyre undertakes.• Demonstrative written and verbal communication skills.• Able to maintain professional boundaries at all times.• Able to follow policy and procedures.• Excellent record keeping skills.• Use and present information in a manner which is persuasive, logical and understandable to the receiver.• Write reports that communicate effectively.• Work to agreed policies and procedures.• Recognise when to ask for help and to involve a senior colleague.
Personal Characteristics	<ul style="list-style-type: none">• A belief that children/young people with autism and learning disabilities have the right to participate in making decisions about the services they receive and to access opportunities including learning, training, employment and wider experiences.• A commitment to a person centred approach that is focused on the needs of the children/young people we support• Ability to achieve relevant personal development and qualifications associated with the role to include service specific requirements such as forensic needs.• The ability to work using a facilitative approach and communicate your experience to junior colleagues.• The ability to undertake reflective practice• The ability to think creatively• A commitment to high service delivery for the children/young people we support.• A commitment to the implementation of MacIntyre's Equal Opportunities Policy.
Service Specific Essential Criteria	<ul style="list-style-type: none">• Ensure Great Interactions are achieved by using a variety of communication techniques including languages, tone and nonverbal behaviour.• Support individuals with learning disabilities and autism to translate their aspirations or development needs into practical activities.• Use encouragement, praise and appropriate direction as necessary.• Support, motivate and inspire others to try new tasks or activities.• Seek assistance appropriately and receive feedback from others.• Be able to demonstrate relevant experience which makes you suitable for this role.• Have a full drivers licence (if stated in advert).



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Competencies: Practitioner (Learning Support Assistant)

Competency	Definition
Respecting and Understanding Others	Is able to understand issues from others' viewpoints and builds an atmosphere of trust and openness so that others are treated with respect and dignity without discriminating or stereotyping. Tailors their approach depending on who they are with and acts as an advocate for children/young people.
Effective Communication	Is able to communicate effectively with others through the use of verbal and non-verbal communication methods. Recognises the needs of others when seeking agreement to their plans, adapting their communicate style to match the situation.
Working With and Developing Others	Is an active member of the team, working cooperatively with others and assisting when they need support. Provides direction and empowers others to help them achieve personal learning and development targets.
Results and Quality Focus	Is conscientious, strives to complete work to high standards and looks to improve and maintain the quality of performance in themselves and others. Completes work with the best interests of others in mind
Problem Solving and Decision Making	Is able to collect, interpret and evaluate information to develop a deep understanding of a problem, explores alternative ways of resolving problems including new possibilities. Makes timely and well considered decisions, is aware the impact their decisions may have and willing to make difficult but necessary decisions to improve the practice.
Resilience to Change and Challenges	Is open to change and embracing new developments / initiatives, adapts well in new and unfamiliar situations responding to changing plans quickly, works independently without direction, is resilient and copes well in emergency situations.