

Job Title

Learning Support Assistant –Positive Behaviour Support

| Qualifications | | |
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| Essential 1. NAPPI level 2 or equivalent or willing to work towards with an agreed timescale. | | |
| 2. Maths and English Functional Skills and ICT Skills at an appropriate level for the service or | | |
| | | |
| work towards within an agreed timescale Desirable | | |
| 3. NAPPI level 3 | | |
| Key skills | | |
| Essential | | |
| 1. Use of English, maths and ICT skills to complete internal reporting requirements | | |
| 2. Empathy with people with learning disabilities and skills and attitude to empower and inspire | | |
| them to meet their potential | | |
| 3. Ability to work under direction and collaboratively with a multi-disciplinary team, being | | |
| flexible and supportive to promoting equality of opportunity, inclusive learning and to | | |
| combating discrimination | | |
| 4. Ability to maintain professional boundaries including confidentiality and relationships | | |
| Desirable | | |
| 5. Willingness to learn new communication skills in order to engage learners | | |
| Experience | | |
| Essential | | |
| 1. Proven experience of supporting learners using positive behaviour support strategies. | | |
| Desirable | | |
| 1. Working with people who have learning difficulties and/or disabilities and complex and | | |
| challenging needs | | |
| 2. Experience of working in a challenging and pressurised environment | | |
| Knowledge | | |
| Essential | | |
| 1. Commitment to continual professional development based on curriculum needs and role | | |
| requirements | | |
| Desirable | | |
| 2. Knowledge of current trends in education and training, especially with regard to the provision | | |
| of SEN support and inclusive learning | | |
| 3. Knowledge and understanding of Ofsted requirements | | |
| Other personal requirements | | |
| Essential | | |
| 1. Flexibility to work the hours and days to meet the varying needs of the college | | |
| 2. Physical ability to keep yourself, learners and staff safe when presented with challenging | | |
| behaviours | | |
| 3. Ability to support learners in a calm and professional manner when presented with challenging | | |
| behaviours | | |
| 4. Able to deliver personal care | | |
| Desirable | | |
| 5. Access to a vehicle with business insurance. | | |

| Portland | Person Specification |
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