Newcastle City Council

Job Description

Newcastle City Council

Post Title: Learning Support Assistant (AA4085)

Evaluation: 420 Points   **Grade: N4**

Responsible to: Adult Learning and Skill Manager

Responsible for: N/A

Job Purpose: To support the learning of individuals and groups under the leadership of the Adult Learning and Skills tutor responsible for the group

Main Duties: The following is typical of the duties the postholder will be expected to perform. It is not necessarily exhaustive and other duties of a similar nature and level may be required from time to time.

1   To enable learners to maximise their learning in every learning session and during other activities, eg in the workplace, external visits

2   To contribute to ensuring that all learning activities are in line with the expectations and requirements of the Adult Learning and Skills tutor's planning for the group and individuals

3   To ensure that the learning strategies used best meet the needs of the individual

4   To enable learners to develop independence both in the classroom and in the workplace

5   To support learners in the management of their behaviour

6   To adapt and develop resources to meet individual needs

7   To maintain records as required

8   To contribute to effective liaison between the Service and outside agencies, including parents, carers, guardians, social workers, work placements and other relevant agencies

9   To take part in and contribute to monitoring and evaluation activities

10   To participate in and contribute to staff development

11   To ensure that the support offered meets the standards set out in the learner charter, including the equality of opportunity in service delivery

12   To provide advice and guidance on policies and procedures as required.

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13 To promote and implement the Council's Equality Policy in all aspects of employment and service delivery.

14 To assist in maintaining a healthy, safe and secure environment and to act in accordance with the Council's policies and procedures.

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