Role profile

**Learning Support Assistant**

**Our values:**

**We are dedicated, respectful, collaborative. We are Milton Keynes City Council.**

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| **Service** | Education Sufficieny, Access and Attendance |
| **Reports to** | Curriculum Manager |
| **Job family** | Education |
| **Grade** | B |
| **Political restricted?** | N |
| **DBS required?** | Y – Enhanced Child & Adult |
| **Date** | September 2025 |
| **JE Code** | JE1287 |

Key deliverables

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| **1** | To work collaboratively with the class tutor to support learners who have learning difficulties and/or disabilities in the classroom |
| **2** | To support and assist in the teaching of Language, Literacy or Numeracy to adults |
|  | Working with children and adults in non regulated activity providing supervised guidance and instruction |

*Within reason these key deliverables may evolve to meet service need and it is expected that you will be flexible and adaptable in your delivery to meet both service and city council wide needs*

**Essential requirements** Key skills, expertise, and qualifications

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| **1** | Experience of working with adults and understanding of the barriers to learning for adults/young people with literacy, numeracy and/or ESOL needs |
| **2** | Educated to GCSE level in maths and English with a good general education and possess excellent English language skills and functional IT skills |
| **3** | Well organised, ability to manage workload effectively, self-motivated and able to work independently using own initiative as well as working as part of a team sharing skills, knowledge and information |
| **4** | Have a flexible and proactive approach that supports and meets individual learner needs, ability to work with a diverse range of groups and individuals putting learners at the centre |
| **5** | Understanding of the implications of working for an Equal Opportunities employer |
| **6** | Knowledge of safeguarding and Prevent policies and procedures |

Job family

**Education (Grade B)**

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| --- | --- |
| **Colleague expectations**   * Be professional at all times * Work together for the good of the team, city council and local people * Promote a supportive culture * Challenge assumptions * Take ownership * Be willing to change and do things differently * Always work in a safe manner | **Manager expectations**   * Be a role model by displaying positive behaviours at all times * Make well-considered decisions * Support, coach and communicate with my team * Be accountable for my team’s performance |

Education family job holders work directly with children and adults in an academic or related setting. They support the work of the wider team by engaging with those under the city council's duty of care, and under the supervision and/or direction of teaching professionals and school management teams.

This element of the profile, taken from the job family descriptor for this grade, provides a general understanding of the level of work and demands required.

**Role characteristics**

At this level job holders are enabled, by virtue of their enhanced experience to use their initiative to help shape learners’ day-to-day learning experiences within limits determined by supervisors and professional colleagues.

**The knowledge and skills required**

Job holders will need knowledge of a range of tasks, activities and procedures in order to meet the needs of the learners under their reponsibility. This knowledge will come from experience in similar roles and formal education at a level suitable for assisting learners with basic literacy and numeracy skills.

One to one interaction with learners will involve assisting them with activities that require some precision. This might include such activities as writing, tool or computer use.

**Thinking, planning and communication**

Judgement will be needed to monitor the activities of learners and intervene in an appropriate manner when their behaviour or activities exceed established norms. Any problems that arise will be dealt with by recourse to standard operating procedures or referral to other designated staff.

Job holders will have authority to instruct those in their immediate care and will require tact and sensitivity to couch messages in an appropriate manner to ensure compliance and maintain good order.

**Decision making and innovation**

Although working within well established procedures and/or under day to day instructions, job holders will have the freedom to use their initiative, for instance establishing work priorities or choosing activities for the learners under their responsibility.

**Areas of responsibility**

By providing a front-line service to learners, job holders have a direct impact on their wellbeing in the class setting.

Job holders will have no supervisory responsibilities beyond the demonstration of duties to, or assistance with induction of new starters and volunteers.

There will be no significant financial responsibilities beyond the occasional handling of small amounts of cash.

Using and storing, educational and associated equipment will be the extent of job holders’ responsibility for physical assets. Some posts will require job holders to complete or maintain straightforward records.

**Impacts and demands**

Job holders may be required to walk/stand for a considerable proportion of their working time and will periodically need to exert considerable physical effort in discharging their duties.

Job holders will be responsible to ensuring the welfare of the learners under their responsibility, in doing this they will need lengthy periods of sensory attention to observe the activities in the area they cover.

With the focus of the role firmly on the activities of the learner, there will inevitably be some exposure to unpleasant conditions. This might include dealing with bodily fluids and/or working in inclement weather.