



# Job Application Pack

**Job Title:** Learning Support Assistant

**Closing Date:** 21<sup>st</sup> October 2013

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- Job Description
- Person Specification
- Guidance Notes for Applicants
- Frequently Asked Questions

## Harington Scheme Job Description



**JOB TITLE:** Learning Support Assistant

**REPORTING TO:** Foundation Skills Team leader

### MAIN FUNCTIONS

To support learners with learning difficulties/disabilities within their learning programmes. The majority of time will be spent with learners at the Harington Scheme's training centre who need extra help to participate fully and progress with their learning. This will include The learners are undertaking programmes that lead to vocational qualifications, including gardening. There will be a requirement to undertake administrative tasks relating to learners retention and achievement and to accompany learners on off-site activities such as trips and work experience.

### **Main Duties**

1. To provide support in session for small group and/or individual learners, or support outside the teaching session as directed by the line manager.
2. To assist the teacher with the preparation of materials or activities for named learner use.
3. Attending to the specific needs of named learners, throughout the day, as required, being especially attentive at their tea and lunch-breaks when social and personal care support are most likely to be needed, but also making regular checks, at other times throughout the day.
4. To help learners meet their personal care needs sensitively and appropriately to a high standard, including personal hygiene, preparing/buying meals and drinks and supporting with any medication in line with guidelines provided.
5. To work closely with the learner's Keyworker to ensure that individual learner targets are being monitored and reviewed.
6. To act as a trouble-shooter and work with the learners to ensure they meet behaviour and learning targets.
7. In conjunction with the Key Worker, maintain a system to record named learner progress.
8. With knowledge/permission of line manager, make contact with parents, either by telephone or in writing where appropriate.
9. To attend team meetings.
10. To undertake training and development as appropriate.
11. To accompany and support learners during external work experience placements and/or trips.
12. To undertake administrative duties relating to the learner and the additional learning support being provided..
13. Work corroboratively with Harington staff to produce Individual Risk Assessment, Personal Emergency Evacuation Plans and Medical Protocols as required.
14. Contributing to learner reports/reviews if required.
15. To ensure a safe working environment for colleagues, learners and visitors in line with the Health and Safety at Work Act and the Harington Scheme Health and Safety Policy.
16. Safeguard and promote the welfare of children and vulnerable adults for whom you are responsible and whom you come into contact with.
17. Carry out other tasks commensurate with grade as specified with the manager.

**Hours:** 25 hours a week. Monday to Thursday 8.45 am – 4.00 pm, some flexibility will be require to accommodate individual support needs.

**Contract:** Temporary from November 2013 – July 2014

**Salary:** £9-11 per hour (inc. London Weighting) depending on qualifications and experience



## Harington Scheme

### Person Specification

**Job Title:** Learning Support Assistant

<b>Essential Criteria</b>
Able to support young people with learning disabilities in a variety of settings including: classroom, doing gardening work and on work experience.
Have some experience of working with people with learning disabilities
GCSE Grade C or above in English and Mathematics or equivalent qualifications and good verbal and written communication
Good IT Skills
Reliable, flexible and trustworthy
General awareness of health and safety
Knowledge of / commitment to equal opportunities and anti-discriminatory practice
Commitment to safeguarding and improving the well-being of children and vulnerable adults and ability to follow safeguarding procedures.
Enhanced CRB Disclosure
<b>Desirable</b>
Experienced in working as a learning support assistant
Level 2 or 3 Learning Support or other relevant qualification
Previous experience of autism and/or those with limited verbal communication
Previous experience of managing learners with challenging behaviours

Please ensure that you describe how you meet all essential criteria in your application.



## GUIDANCE NOTES FOR APPLICANTS

**We ONLY accept SIGNED applications made on our standard application form.  
CV's will not be accepted**

### Introduction

Staff selection at Harington is achieved by following a set of policies and written procedures that ensure consistency and fairness in recruiting the right person for each job. The selection panel shortlists all candidates for interview by producing a person specification for each job that contains the essential requirements for the post, and also the desirable qualities. Only applicants who can demonstrate that they have the essential requirements for the post will be called for interview. Desirable qualities may be used for making a decision, or for arranging training for the successful applicant on entry.

The application form is designed so that the information for short-listing i.e. sections 7 to 10 can be detached and copied to the panel. Your completed application form is the only basis for considering your initial suitability for the post. No assumptions will be made about your experience or skills. This advice note is to help you to complete the application form effectively.

Please make sure that all sections of the application form are completed. Any applications received that are incomplete may not be accepted. Additional sheets of A4 paper may be used if there is insufficient space.

Read through each section of the application form carefully. You may find it helpful to photocopy the form and do a rough draft first.

No applicants will be considered after 5pm on the day shown as the closing date for applications.

### 1. Personal Details

Make sure that your name, address and telephone numbers and email are legible.

### 2. References

You must give your present or most recent employer as one of your referees. Internal candidates should give the name of their line manager. If you are studying, please give your tutor as a referee. If you have not been employed, you may wish to give the name of someone who can comment on your ability to do the job. You should not give the name of a relative as a referee.

### 3. Disclosure of Criminal Record

As part of Harington's safer recruitment process Harington operates a strict pre-employment vetting process, which includes a CRB Disclosure.

Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced CRB Disclosure; this will include a check against the Protection of Children Act (PoCA) List and List 99. For posts working with vulnerable adults, this will include a check against the Protection of Vulnerable Adults (PoVA) List.

It is essential that you complete this section accurately as failure to declare previous convictions may prevent your employment if it subsequently becomes apparent that you do, in fact, have a criminal record. Any employment offered will be subject to completion of a Criminal Records Bureau check and receipt of a satisfactory Disclosure certificate.

### 4. Other information

The drivers licence question need only be answered if it is mentioned on the essential or desirable criteria for the job.

### 5. Declaration

**Please read the declaration and data protection statement before signing. Owing to Data Protection regulations all applications must be signed and dated by the applicant.**

### 6. and 7. Present and Past Employment

Starting with the most recent, list all the employers you have worked for and provide details of the job title and the period you worked for them. This information may be used to assess whether you meet the experience requirements for the post. Please list any break in employment, giving reasons.

### 8. Education, Qualifications and Training

Starting with the most recent, in each section please list qualifications and training. You may continue on a separate sheet if necessary. This information may help assess whether you have a relevant qualification or meet some other requirement.

## 9. Supporting Statement

This is the most important part of your application, as it is here that you have to make a case for your selection. Use the space to tell us how your experience, skills and training enable you to meet each of the essential selection criteria. Make sure your statement is positive and clearly set out. You may wish to use headings to divide the statements you make. Continue on a second sheet if necessary and **remember**, if you do not address each of the essential criteria specifically, you may not be short-listed for an interview. Look at the person specification again and satisfy yourself that you have fully covered all the requirements listed.

Do not repeat your career history, use only the relevant parts. In considering your experience remember all previous work, consider other relevant experience outside work such as community/voluntary/ leisure and other interests. In representing your skills and abilities, specify your own responsibilities not those of the workplace and give examples of achievements.

## 10. Equal Opportunities Monitoring Form

Please help us to monitor the effectiveness of our Equal Opportunities Policy by completing this form, which will be treated as confidential and will not form any part of the recruitment process.

### Interview

Candidates should make every effort to be available for the time of the interview as it may not always be possible to reschedule the time. Candidates should prepare for interview by thinking about how their experience, skills and accomplishments are relevant to the post and think of any questions they may wish to ask. It may also be helpful to have a look at our website [www.harington.org.uk](http://www.harington.org.uk) or read our most recent inspection report available on the OfSTED website to get a good understanding of what we do (easiest to google using keywords Harington ofsted).

Depending on the seniority of the post, candidates may be asked to prepare a presentation and/or a task as part of the interview process. If this is the case you will be notified in advance when you are informed of the interview date and time.

Candidates will be interviewed by a panel of two to five people. Interviews last from 20 minutes to one hour, depending on the seniority of the post. All candidates are asked the same core questions (relevant to the post applied for), with supplementary questions asked by panel members as appropriate. There will also be an opportunity for the candidate to ask questions.

When answering questions, you should give the interview panel a full picture of how your experience and skills fit the post. If you cannot answer a question, please do not be nervous about saying that you do not know or need further explanation. Members of the panel will take notes during the interview.

**Please post or fax your completed application to:**

Staff Recruitment  
The Harington Scheme  
55a Cholmeley Park  
London  
N6 5EH  
Fax: 0208 347 8860

**Or scan and email to:** [info@harington.org.uk](mailto:info@harington.org.uk)





## Frequently Asked Questions : Learning Support Assistant Post

### 1. What is the Harington Scheme?

The Harington Scheme is an unique learning programme for people, mainly young, with learning disabilities and/or difficulties to help them into employment, further education or a more rewarding life through appropriate learning opportunities. There is a focus on employability and most learning programmes aim to help learners to develop skills to take the next step toward employment or more independent living. Set up as a charity by the local community in 1980, the Scheme is situated in North London and attracts learners from all over the capital.

There are four strands to the training :

**the Horticultural Training Scheme** prepares people with learning difficulties/ disabilities for work, finds them employment and supports them in their new jobs;

**Harington Gardeners** is a supported employment initiative offering a stepping-stone for those who cannot go straight into work;

**the Day Service** provision offers horticulture of a therapeutic nature to adults with a learning disability or mental health support needs;

**the Foundation Skills** provision equips young people with the basic skills needed for employment, self-direction and personal development.

Every learner has an individual programme of activities to support their personal development and skill needs. The majority of learners are found a job or further training when they leave and the Scheme supports them and liaises with employers for as long as is needed.

### 2. What range of learning difficulties/disabilities do you cater for?

Our learners are mainly young people aged 16-24 (85%) with a wide range of learning difficulties and disabilities.

These can be broken down as follows:

36% have moderate learning difficulties

19% have autistic spectrum disorders

10% Emotional / behavioural or mental health difficulty

19% have other specific disabilities e.g. epilepsy, visual/hearing impairment, and physical disabilities.

3% have dyslexia or dyspraxia

8% severe learning disabilities

5% no disability

Our training benefits approx. 70 learners per year with 40-45 learners on programme at any given time. Many learners attended special schools or were statemented at school and most do not have GCSE's.

### 3. Do you work around the academic year?

Partly. We have five break weeks each year when learners are not at the centre. This year the break weeks are:

28<sup>th</sup> October – 1st November 2013

23<sup>rd</sup> December 2013 – 3<sup>rd</sup> January 2014

7<sup>th</sup> April- 11<sup>th</sup> April 2014

4<sup>th</sup> August – 8<sup>th</sup> August 2014

### 4. What is types of support might the learners need?

This is very much basis on individual needs and therefore will vary greatly but may include:

- Clarifying and explaining instructions
- Helping with daily routines
- Ensuring the learner is able to use necessary equipment
- Motivating and encouraging the learners
- Assisting in areas of specific weakness, such as speech and language or writing tasks
- Helping learners to concentrate on and finish work set
- Attending to learners' personal and health needs
- Developing appropriate resources to support the learners
- Assisting in the management of learners' social interactions and behaviour

The type of personality that makes a good learning support assistant is someone that is supportive, non-judgemental, patient, easy to talk to, positive and flexible. They must be able to speak to the learners in their care in a manner which encourages and supports them. Much of the day to day work is done on a one-to-one basis with a particular learner that needs help, perhaps just in one particular subject or across the curriculum, so the learning support assistant must be able to build trusting relationships.

#### **5. What is Safeguarding?**

Safeguarding is a term used to denote the duties and responsibilities that those providing a health, social or education service have to carry out/perform to protect individuals from harm. It applies to children (age 0-18 years) and adults. A more specific definition of safeguarding children is as follows: The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

#### **6. Working at Harington**

We are a small, well established charity with a beautiful site in Highgate Village, North London. There is a friendly and welcoming community atmosphere that is different from a standard college setting. Over the years we have set ourselves high standards and expectations in delivering outcomes for our learners and this has led to the achievement of consistently good grades on inspection by Ofsted (most recently in May 2012). The success of the Scheme is dependent upon staff working closely and flexibly, communicating well and supporting each other. We have a staff team of 18. There are four teamleaders who manage the provision as well as undertaking some delivery and 10 frontline delivery staff (trainers and support staff). The work is very rewarding but also quite demanding as many learners require a lot of support not only with their learning but with daily routines, social contact, safety and dealing with personal problems. We have found that personal qualities such as patience, understanding, empathy, a sense of humour and a caring nature are essential in working with learners with learning difficulties as well as a supportive team approach.

#### **7. What are the working hours?**

The core working hours will be Monday to Thursday 8.45 am – 4.00 pm, 25 hours per week. Depending on the needs of the learner that is being supported there may be some need vary the hours for example when on work experience or travel training, but this will be agreed in advance by the line manager.