

Job Description and Person Specification (HR5)
Post Number:



Job Description						
School/Department:	Student Services					
Post Title:	Learning Support Assistant (general)					
Please enter Level under appropriate Career Pathway	ERE	TAE	MSA 2b	CAO	R.Nurse	Clinical
ERE Category	Academic Posts			Non-Academic Posts		
	Academic (mixed)	Research only	Teaching only	Enterprise	Education Development	
Posts Responsible to (and Level):	Enabling Service Deputy Manager (4)					
Posts Responsible for (and Level):						
<p>Job Purpose: To provide Learning Support to students with disabilities as requested by Client Services Adviser (Learning Support Co-ordinator) on behalf of the Enabling Service Delivery Manager.</p> <p>Duties will vary depending on individual requirements, but may include</p> <ul style="list-style-type: none"> • Accompanying students and note-taking for students in taught classes and other practical sessions • Assistance for students' private study • Assisting students with library research activities such as searching library catalogues or databases or electronic sources, locating, returning, retrieving and carrying materials, photocopying • Providing practical assistance to students in campus settings, placements or field trips • Reading aloud academic materials (e.g. journal articles, books, exam papers or class handouts) • Recording academic material on tape • Transcribing information such as handwritten notes and/or audio recordings using standard word processing software • Writing or typing students' answers to questions during exams and/or time constrained assessments 						

<p>Key Accountabilities/Primary Responsibilities (6-10 bullet points maximum)</p> <ul style="list-style-type: none"> • To deliver to students whatever learning support is requested by the Client Services Advisor(s) (Learning Support Co-ordinator), this will relate to tasks and skills previously identified through selection and training. <ul style="list-style-type: none"> ○ When Notetaking, this will include analysing and interpreting complex information in order to compile detailed notes. ○ Study Assistance, which includes providing individualised support to students with administrative activities; assistance and guidance with time management; and aiding the research, drafting and preparation of assignments. • To apply a good working knowledge of the Learning Support guidelines, tailoring the support provided for the conduct of specific tasks eg note taking, library support, answering queries from students and resolving a range of case specific problems • To refer students as necessary to additional areas of support • To liaise with the Coordinator to agree day to day working arrangements • To be familiar with the administrative procedures of the Learning Support Service • To participate in training, performance and service review activities as requested • To become familiar with the geography, services and academic timetabling relating to the work assigned. • To become acquainted with the subject specific language to undertake the role effectively • To carry out the role in a professional manner including to observe appropriate professional boundaries • To carry out the role with appropriate regard for health and safety • To demonstrate a commitment to University Equal Opportunities policy and an understanding of how it operates within the responsibilities of the post • To perform duties at the site(s) assigned 	<p>% Time</p> <p>95%</p> <p>2.5%</p> <p>2.5%</p>
<p>Internal & External Relationships: (nature & purpose of relationships)</p> <p>Other services within Enabling Services, to understand and feel part of the University’s support for disabled students, and at times regarding the support of individual students.</p> <p>University Library staff, if and when providing library support</p> <p>Student’s academic tutors, when appropriate, to identify themselves and their role.</p>	
<p>Special Requirements: Wish to work on an ‘as and when’ contractual basis.</p> <p>Subject to Enhanced Disclosure and Barring (DBS) check</p>	

Person Specification			
Criteria	Essential	Desirable	How to be assessed
Qualifications, Knowledge and Experience:	<p>Understanding of the academic activities required of students in Higher Education</p> <p>Minimum of 2 years' experience of study at Higher Education level</p> <p>Previous experience which demonstrates a relevant understanding for this area of work.</p> <p><i>If applying for Science Based Role:</i> An interest in and subject knowledge of scientific academic areas.</p> <p>Minimum A level English or equivalent level of written and verbal English communication skills</p> <p>Willingness to undertake and pass the Notetaking Skills course, provided by Enabling Services (if no formal notetaking qualification already held)</p> <p>Experience of analysing taught material and providing summary information in a clear and concise format required when note taking</p> <p>Understanding of data protection issues and professional behaviour and boundaries appropriate to this role</p>	<p>Degree or equivalent level of qualification or experience</p> <p>Library work and research experience</p> <p>Experience of working with adults with disabilities.</p> <p><i>If applying for Science Based Role:</i> Knowledge of terminology and notation used in academic subjects which have requirements beyond good English eg science, mathematics and engineering</p> <p>Hold an appropriate Notetaking qualification</p>	Application form/ interview

Planning and Organising:	<p>Ability to effectively organise and prioritise own work.</p> <p>Ability to follow procedures in order to undertake administrative procedures required in the role to a high standard.</p> <p>Excellent time management, ability to work to deadlines.</p>		Application form/ interview
Problem Solving and Initiative:	<p>Ability to work independently to solve a range of problems when supporting students.</p> <p>Ability to work well with minimum supervision.</p>		Application form/ interview
Management and Teamwork:			
Communicating and Influencing:	<p>Excellent verbal and written communication skills</p> <p>Good interpersonal skills</p> <p>Clear handwriting, excellent standard of written English and accurate spelling</p> <p>Experience of providing relevant advice to people needing a supportive environment</p>		Application form/ interview
Other Skills and Behaviours:	<p>Commitment to principles of equal opportunity</p> <p>Flexibility</p> <p>Punctuality</p> <p>The ability to work with students in a positive, enabling and non-judgemental manner</p>		Application form/ interview
Special Requirements:	<p>Awareness of potential barriers faced by disabled people in accessing and successfully participating in Higher Education</p>		Application form/ interview

	<p>Ability to work in a facilitative manner to overcome such barriers within the remit of the post</p> <p>Ability to demonstrate appropriate sensitivity and respect boundaries of confidentiality</p> <p>Willing to undergo enhanced Disclosure and Barring Service check and ability to achieve clear screening</p>		
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Job Hazard Analysis Form - Appendix to Job and Person Specification

Please tick **one** of the following statements:

This post is an office-based job with routine office hazards e.g. use of VDU (if ticked, no further information needs to be supplied)	
This post has some hazards other than routine office e.g. more than use of VDU	y

Please tick all those that apply, and put N/A if not applicable

Environmental Exposures	O*	F	C
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Outside work		y		
Extremes of temperature (eg fridge/ furnace)		n		
Potential for exposure to body fluids	##	n		
Noise (greater than 80 dba - 8 hrs twa)	##	n		
Exposure to hazardous substances (eg solvents, liquids, dust, fumes, biohazards). Specify	##	n		
Frequent hand washing		n		
Ionising radiation.		n		
Equipment/Tools/Machines used				
Food Handling	##	n		
Driving university vehicles(e.g. car/van/LGV/PCV)	##	n		
Use of latex gloves (note: prohibited unless specific clinical necessity)	##	n		
Vibrating tools (e.g. strimmers, hammer drill, lawnmowers)	##	n		
Physical Abilities				
Load manual handling.		n		
Repetitive Crouching/Kneeling/Stooping		n		
Repetitive Pulling/Pushing		n		
Repetitive Lifting		n		
Standing for prolonged periods		n		
Repetitive Climbing i.e. steps, stools, ladders		n		
Fine motor grips (e.g. pipetting) May include some lab work for some LSAs		*		
Gross motor grips		*		
Repetitive reaching below shoulder height		n		
Repetitive reaching at shoulder height		n		
Repetitive reaching above shoulder height		n		
Psychosocial Issues				
Face to face contact with public		y		
Lone working		y		
Shift work/night work/on call duties (occasional work outside 9-6, Mon-Fri, but not night shifts. Some LSAs may have often, others never.)	##	y		

O – Occasionally (up to 1/3 of time); **F – Frequently** (up to 2/3 of time); **C – Constantly** (more than 2/3 of time) **##** denotes to HR the need for a full PEHQ to be sent to all applicants for this position.

FOR SCHOOL/SERVICE USE ONLY Which post does this job report to	ResourceLink Post Number			
Is this post a Line Manager?	Yes		No	no
If yes, which posts directly report into it?	ResourceLink Post Number			

Post 1	
Post 2	
Post 3	
Post 4	
Post 5	
Post 6	
Post 7	
Post 8	
Please add additional rows as required	