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Approaches to effective learning support

Effectively guiding support staff, through the National Occupational Standards for learning support.

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This document outlines approach taken of effectively utilising the National Occupational Standards to ensure cohesion and focus for our community of learning support

As a Centre for Excellence in SEND, we aim to ensure cohesion, consistency and effectiveness across our learning support work under the direction of the [National Occupational Standards for learning support staff](https://repository.excellencegateway.org.uk/NOS_LSS_Eng_Final.pdf). They apply their knowledge and understanding (KU) to support learners’ skills development.

This standard applies to learning support in a generic or a specialist role who are working under the direction of the person leading the learning who:

* Provide learning support for individual and/or groups
* Work with others to provide learning support
* Promote learner independence and self-determination
* Promote inclusion and participation
* Improve own practice and that of the organisation

The National Occupational Standards promote an inclusive culture, ways of working through the following themes:

* Engaging and motivating

* Building trust and advocating respect
* Positive and safe learning environment
* Collaborative and inclusive
* Promoting supportive relations and independence
* High expectations and achieving goals
* Promoting core skills
* Adapting resources

Our Centre for Excellence in SEND approach which aligns with the National Occupational Standards’ culture of inclusion:

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| Performance CriteriaEngaging and motivating  | Knowledge and understandingEngage learners in activities that advance learning for individuals and groups  |
| KU 2.1  | Ways in which learning activities can meet learner needs  |
| KU 2.2  | Ways of motivating and engaging learners that promote learner confidence  |
| KU 2.3  | Flexible and varied approaches to learning  |
| KU 2.4  | Ways of working with individuals  |
| KU 2.5  | Ways of working with groups  |

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| Performance Criteria  Building Trust and Advocating Respect | Knowledge and understanding  Promote, maintain and model behaviour that demonstrates respect for others |
| KU 8.1 | Ways to support learners consistently and as individuals  |
| KU 8.2 | Ways to encourage behaviour that promotes respect for and between others  |
| KU 8.3 | Ways to identify and respond to discriminatory behaviour in order to promote and maintain an inclusive environment for learning |



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| Performance Criteria Positive and Safe Learning Environment | Knowledge and understandingProvide learning support in a purposeful learning environment where learners feel safe, secure, confident and valued |
| KU 7.1 | The contribution a learning environment can make to learners’ success and achievement |
| KU 7.2 | Ways of promoting a learning environment that is inclusive and that complies with safe practice |

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| Performance Criteria  Collaborative and Inclusive | Knowledge and understanding Collaborate and communicate relevant information to promote learners to achieve |
| KU 9.1 | The need for confidentiality, respect and trust in communicating with others about learners |
| KU 9.2 | Legal requirements relating to confidentiality and disclosure |

| Performance Criteria  Promoting Supportive Relation and Independence | Knowledge and understanding  Communicate with learners to establish effective relationships to promote learning |
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| KU 3.1 | The importance of mutual respect |
| KU 3.2 | The role of advocacy and self-advocacy in the achievement of learner goals |
| KU 3.3 | The boundaries of the teacher;/ learner relationship, including ethical and professional considerations |
| KU 3.4 | Ways to structure and present information and ideas clearly and effectively to support learning |

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| Performance CriteriaPromoting Supportive Relation and Independence | Knowledge and understandingProvide support that builds on learners’ experience, learning preferences and levels of independence and encourages learners to work independently.Learners make decisions about their learning |
| KU 5.1 | Individual learners’ learning and support needs |
| KU 5.2 | Ways in which learning activities can promote learner independence |

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| Performance Criteria  High Expectations and Achievement of Goals | Knowledge and understanding  Provide high quality learning support that enables learners to achieve identified goals |
| KU 1.1 | The importance of having high expectations of learners |
| KU 1.2 | The contribution learning support can make to learners’ achievement |
| KU 1.3 | The nature, extent and boundaries of learning support role(s) |
| KU 1.4 | The aims, objectives, content and approaches of the learning programme |
| KU 1.5 | How individual learning objectives are agreed with the learner |

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| Performance Criteria  Promoting Core Skills andAdapting Resources | Knowledge and understanding  Work with colleagues with appropriate expertise to identify and address the language, literacy, numeracy and ICT needs of learners |
| KU 6.1 | The different ways in which language, literacy, numeracy and ICT skills are integral to learners’ achievement |

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| Performance Criteria  Promoting Core Skills andAdapting Resources | Knowledge and understanding  Use, adapt and/or develop resources that support learners’ needs |
| KU 4.1 | The contribution that resources can make to the learners’ achievement |
| KU 4.2 | Ways to encourage learners to manage and use resources independently |



