



## Job Description

<b>Job Title:</b>	<b>Leader of Learning Support</b>
<b>Salary Band</b>	Band D
<b>Contract</b>	Full Time, Term Time plus inset days and 5 days in the school holidays (40 weeks per year)
<b>POSTHOLDER:</b>	Vacancy
<b>LINE MANAGER:</b>	Associate Assistant Headteacher SENCO

## Overall Responsibility

- Oversee the daily operations of the Learning Zone
- Be a first point of contact for parents and students requiring support and advice
- Maintain the SEND Management Dashboard on SIMS, ensuring accurate and timely information is available to support student progress
- Contribute to whole-school and SEN-specific CPD, ensuring consistency of approach and up-to-date practice across the team
- Take lead responsibility for managing and issuing student laptops, ensuring they are used appropriately to support individual needs
- Manage the communication of intervention information, including letters and supporting paperwork, to students, staff, and parents
- Provide day-to-day support to specialist teachers and external agencies to ensure effective delivery of interventions and assessments
- Effectively line manage the team of Learning Support Assistants, providing guidance, support and performance monitoring, as well as devising LSA timetables and reviewing the deployment of LSAs on a daily basis according to changing needs
- Hold termly IEP review meetings for students identified as SEN support and certain students with an EHCP as well as lead selected EHCP annual review meetings
- Lead the transition process for year 7, working with key stakeholders to ensure smooth progression.

## Specific Duties

### Supporting Students

- To be responsible for supporting named students with an Education Health Care Plan, both directly and by ensuring effective communication with teaching staff and Learning Support staff
- To be aware of the specific needs of the students and develop an understanding of these difficulties, ensuring teaching staff have clear communication on students' needs and effective strategies for supporting those students
- To act as a role model, demonstrating the positive values, attitudes, behaviour and setting high expectations for children and young people
- To recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people

- To know how to support learners in accessing the curriculum in accordance with the special educational needs (SEND) Code of Practice and disabilities legislation
- To know how other frameworks, that support the development and well-being of children and young people, impact upon their practice
- To promote the inclusion and acceptance of all children and young people within the school environment and to know how to contribute to effective personalised provision by taking practical account of diversity
- To use effective strategies to promote positive behaviour and to support children and young people in taking responsibility for their learning and behaviour
- To promote independence and employ strategies to recognise and reward achievement of self-reliance
- To encourage and enable children and young people to interact and work cooperatively with others and engage in activities
- To provide feedback to children and young people in relation to progress and achievement
- To take responsibility for specific areas of self-review within the department to support the ongoing improvement of students' learning experience within Arden and to underpin departmental improvement
- To coordinate intervention sessions to support student progress and learning
- Complete any external requests for information or files sent off e.g., college requests for SEND information, exam access arrangements
- To methodically oversee learning zone filing system and ensure files are kept up to date and in good order with key information/ reports/assessments electronically added to SIMS
- Archive all SEND folders after holding for 2 years, check each folder and securely discard any info that is not relevant, complete archiving excel spreadsheet and send boxes to archiving

#### **Transition of Year 6 and Year 11 students**

- To plan and enable the smooth transition of students from Year 6 into Arden, including meetings with Primary feeder schools, collation of all SEND transition information, planning and delivering of individual sessions for students with EHCP plans, planning transition mornings for vulnerable students
- Plan and support SEND transition morning for new Year 7 intake
- To manage and support new Year 7's for the first two weeks of term
- To complete all internal testing for new admissions with SEN needs
- To complete Year 7 internal testing (NGRA reading tests/SWST spelling tests/ processing speed tests/GL assessments).

#### **Supporting provision for students with SEND needs**

- Keeping records of student progress and work undertaken
- Helping to update the SEN register and data dashboard
- Attendance at annual reviews, meetings with Year 6 teachers, SENCOs and parents
- Contribute to the collection of information for reviews of student progress
- Attendance at meetings with parents as required
- To ensure effective communication with staff and external agencies on information relating to SEN needs
- Liaison with external agencies and ensuring strategies suggested by external agencies are implemented
- Engagement with parents to strengthen relationships and organise events such as coffee mornings
- To manage homework club (before school/lunch time/after school)
- To attend relevant in-service training
- To contribute to regular departmental meetings to monitor the work of the department
- To attend staff briefings
- To attend whole school events such as Transition Days and Open Evenings

#### **Health, Safety and Security**

- Co-operate with the employer on all issues to do with Health, Safety & Welfare

- Support the school's implementation of all other current statutory requirements, e.g., Disability Discrimination Act, Access to Work, Equal Opportunities, Child Protection

### **Pastoral Care**

- Deal with or report, to the nearest member of the teaching staff, incidents that are seen or reported regarding students' welfare.

### **Continuing Professional Development – Personal**

- In conjunction with the Associate Headteacher, take responsibility for personal professional development, keeping up-to-date with research and developments related to school efficiency, which may lead to improvements in the day-to-day running of the school
- Undertake any necessary professional development as identified in the School Development Plan, taking full advantage of any relevant training and development available
- Maintain a professional portfolio of evidence to support the Appraisal process - evaluating and improving own practice.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Associate Headteacher or the incumbent of the post.

Compiled by: C Duncan / E Collett	Revision Number
Approved by: D Warwood	Revision Date – 16/01/2026