

## Job Description

**Title:** Learning Support Assistant  
**Reports to:** SENDCo / Senior Leadership: Inclusion Lead

**Working Pattern:** 32.5 hours per week, term time only (39 weeks)  
 As directed to meet the needs of the Academy.

### Key Duties and Responsibilities

- ✓ Provide effective support for students with SEND, including speech, language and communication needs, social, emotional and mental health needs, cognition and learning needs, sensory and/or physical needs, and other identified barriers to learning;
- ✓ Support students to access learning, resources and assistive technology, including IT, under the direction of teaching staff and the SENDCo;
- ✓ Support individual, small-group and whole-class learning activities assigned by teachers, helping students develop core skills, access the curriculum and work towards Individual SEND Plan and EHCP outcomes;
- ✓ Promote independence, confidence and resilience, ensuring that support enables students to participate fully without creating unnecessary dependency;
- ✓ Implement agreed reasonable adjustments, planned provision and pre-planned programmes of work under the direction of teachers and the SENDCo;
- ✓ Assist in assessing students' attainment and progress, including accurate recording, monitoring and reporting of intervention impact where required;
- ✓ Assist teachers with the supervision and support of students during educational visits, trips and off-site activities, in line with Academy procedures;
- ✓ Liaise with teachers, pastoral staff, the SEND team and other relevant professionals to obtain, exchange and record information about students in accordance with Academy policy, confidentiality requirements and data protection legislation;
- ✓ Support the supervision of individuals and groups of students, including during structured and unstructured times of the school day;
- ✓ Contribute to planning, review and information-sharing meetings where appropriate;
- ✓ Attend appropriate training, including safeguarding, SEND, behaviour, medical, intimate care and health and safety training where required for the role;
- ✓ Prepare, adapt and maintain learning resources under the direction of teaching staff, including resources to support accessibility and inclusion;
- ✓ Meet regularly with Academy staff to evaluate, monitor and plan students' progress and provision;
- ✓ Support teachers with student routines at arrival, departure and transition times as directed;
- ✓ Support the care, dignity and welfare of students, including assistance with changing, toileting, feeding or medical needs where required, in line with agreed care plans, Academy policy, safeguarding procedures and appropriate training;
- ✓ Develop and maintain positive working relationships with teachers, support staff, external professionals, students and parents/carers;
- ✓ Observe and provide feedback to teachers and the SENDCo, verbally and in writing, to support effective planning and provision;
- ✓ Help maintain students' interest, motivation and positive engagement in learning;
- ✓ Provide specific break-time and lunchtime supervision where directed;
- ✓ Carry out other duties appropriate to the role and grade as reasonably required by the Academy.

**Wider Professional Effectiveness**

- ✓ Participate in, and actively engage with, continuing professional development relevant to the role;
- ✓ demonstrate ongoing improvement in professional practice as a result of training, reflection and feedback;
- ✓ liaise appropriately, professionally and confidentially with colleagues, parents/carers and external agencies as required.

**Role Model**

- ✓ Promote the Academy's commitment that no student is left behind in their academic, personal and social development;
- ✓ comply with the Academy and Trust Code of Conduct for staff and demonstrate high standards of presentation, conduct, punctuality and professional behaviour;
- ✓ model inclusive, respectful and positive relationships with students, staff, parents/carers and visitors;
- ✓ engage and motivate students to participate fully, take pride in their learning and develop independence;
- ✓ demonstrate a positive, flexible and solution-focused approach to professional duties.

**Additional Components**

- ✓ Consistently uphold the Academy and Trust's aims, values, policies and school improvement priorities;
- ✓ work in an enthusiastic, cooperative and professional manner that enhances the Academy's reputation;
- ✓ work with students in a courteous, positive, caring and responsive manner, respecting their dignity, individuality and protected characteristics;
- ✓ play a full part in the life of the Academy community, supporting its distinctive mission and ethos and encouraging students to follow this example;
- ✓ carry out duties in line with all Academy and Trust policies, including safeguarding, behaviour, SEND, equality, health and safety, confidentiality and data protection policies;
- ✓ understand that the job purpose and key duties above are indicative and not exhaustive; flexibility is required to meet the reasonable needs of the Academy.

**Health and Safety Responsibilities**

- ✓ All staff have a responsibility to be aware of, comply with and act upon the Health and Safety policies and procedures of the Academy and Trust, including completing or contributing to risk assessments where appropriate;
- ✓ the Academy site is a designated no-smoking and no-vaping site.

**The Mercian Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to safer recruitment checks, including an Enhanced Disclosure and Barring Service check, satisfactory references, identity and qualification checks, right to work checks and any other checks required for the role. Online searches may also be undertaken as part of the Trust's due diligence. All staff are expected to act in accordance with Keeping Children Safe in Education, the Trust's safeguarding policies and the Academy's code of conduct.**

## Person Specification

Criteria	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>GCSE grade C/4 or above in English and mathematics, or equivalent qualification;</li> <li>Commitment to recent and relevant professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant qualification in childcare, education, SEND or learning support;</li> <li>Additional relevant GCSEs or equivalent qualifications, including science.</li> </ul>
<b>Skills, abilities and experience</b>	<p>Ability to:</p> <ul style="list-style-type: none"> <li>support teachers and professional staff to achieve agreed objectives for students;</li> <li>support students on an individual basis, in small groups and in whole-class contexts;</li> <li>explain tasks clearly, check understanding and promote student independence;</li> <li>support students positively in line with the Academy's behaviour policy and inclusive practice expectations;</li> <li>work under the direction of teachers and the SENDCo, while using initiative appropriately within the boundaries of the role;</li> <li>communicate effectively and professionally with students, staff, parents/carers and relevant external professionals;</li> <li>organise, prioritise and manage own workload effectively;</li> <li>reflect on feedback and develop professional practice;</li> <li>prepare, adapt and maintain basic learning resources;</li> <li>record observations, interventions and progress accurately and confidentially;</li> <li>use ICT confidently to support learning, communication and record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>Previous experience of working with students with SEND in a school or education setting;</li> <li>experience of delivering or supporting planned interventions and adapting resources accordingly;</li> <li>knowledge of EHCPs, Individual SEND Plans, provision maps or similar support planning tools;</li> <li>experience of supporting students with literacy, numeracy, communication, SEMH or sensory needs;</li> <li>ability to monitor, record and contribute to basic assessments of individual progress.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Demonstrable commitment to continuing professional development, including training required to fulfil the role safely and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of previous CPD or training relevant to SEND, safeguarding, behaviour, medical needs, intimate care or intervention delivery.</li> </ul>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>Communicates clearly, professionally and appropriately with staff, students, parents/carers and external professionals;</li> <li>maintains accurate records and respects confidentiality and data protection requirements;</li> <li>reports safeguarding, welfare, behaviour or learning concerns promptly through the Academy's agreed procedures;</li> <li>works responsibly under the direction of teachers, the SENDCo and relevant line managers.</li> </ul>	<ul style="list-style-type: none"> <li>Previous experience of responsibility within a SEND department or similar educational support team.</li> </ul>
<b>Other skills and attributes</b>	<ul style="list-style-type: none"> <li>Trustworthy, discreet and respectful of confidential information;</li> <li>suitable to work with children and young people and committed to safeguarding;</li> <li>positive, resilient and calm under pressure;</li> <li>confident ICT skills relevant to communication, learning support and record keeping;</li> <li>ability to organise, prioritise and manage own work effectively;</li> <li>approachable, professional and respectful in working relationships;</li> <li>ability to build and maintain effective relationships with a wide range of staff and stakeholders;</li> <li>strong commitment to inclusion, equality, reasonable adjustments and raising standards for all students;</li> <li>commitment to maintaining Academy expectations, standards and values.</li> </ul>	