



# The Fernwood School

*High Achievement with Care & Discipline for All*

## Learning Support Team

### Roles & Responsibilities

**Job Description:**

**Learning Support Assistant –  
Enhanced SEND provision (L3)**

Adopted:



## Learning Support Assistant – Enhanced SEND provision - Job description

**Post Title: Learning Support Assistant – Enhanced SEND assistant.**

**Location: The Fernwood School, Mainstream Secondary School**

**Hours: Full-time 37 hours per week -Term time only**

**Contract Type: Fixed Term**

**Salary: £28,276 - £30, 423 (F4-1 – F4-4 FTE)**

**Actual Salary £24,795 - £26, 678**

### **Reporting relationship:**

Learning support assistant will be a member of a multi discipline team under the supervision of the SENDCO and assistant SENDCO.

### **Job Summary:**

The Fernwood school has an exciting opportunity for an experienced and motivated learning support assistant to work in a mainstream secondary school in our new and developing enhanced provision. The Fernwood School (Nottingham, NG8) is an outstanding, sought-after secondary school with a commitment to inclusive practice. We are developing our enhanced SEND provision for a small group of secondary-aged pupils working at Year 1 level or below, and we are seeking a talented learning support assistant with experience in either primary aged children or children with complex needs, to join our team. The successful candidate will be part of a team of ambitious, hardworking and passionate staff, teaching and supporting with the development of our enhanced provision. They will provide support to students in this developing enhanced SEND provision, assisting with in-class support, small group activities, and 1:1 interventions as well as playing a crucial role in fostering students' academic and social development.

### **Key Responsibilities:**

- Work closely with the primary-trained teacher to deliver structured, multi-sensory learning activities adapted for secondary-aged pupils working at early years/KS1 levels.
- Support pupils' literacy and numeracy development using play-based and structured approaches.
- Prepare and adapt resources to meet individual learning, communication, sensory, and physical needs.
- Deliver small group or 1:1 interventions as directed by the teacher or SENDCo.
- Support pupils' engagement in alternative curriculum activities, including life skills, sensory exploration, and social communication.
- Provide personal care support where required, maintaining dignity and following school policies.
- Implement positive behaviour management strategies tailored to pupils with complex needs.
- Support pupils' communication using appropriate methods (e.g., visual aids, Makaton, communication devices).
- Adapt activities and resources to support pupils with sensory processing needs.
- Encourage independence and self-help skills in all areas of learning and daily routines.
- Observe and record pupils' progress, behaviour, and engagement, feeding back to the teacher.
- Contribute to the writing and review of pupil passports, individual learning plans, and EHCP reviews.
- Support the teacher in tracking pupil progress and preparing reports for parents/carers and senior leadership.



- Liaise with therapists, the SENDCo, and other members of the multidisciplinary team to ensure coordinated support.
- Communicate effectively with parents/carers, sharing information about pupils' progress and wellbeing.
- Work collaboratively with other TAs and support staff across the school.
- Attend relevant meetings, training, and INSET days as required.
- Take responsibility for promoting and safeguarding the welfare of pupils, following the school's child protection policies and procedures. Keeping Children Safe in Education
- Be alert to signs of abuse or neglect and report concerns immediately to the Designated Safeguarding Lead.
- Recognise that children with SEND can face additional safeguarding challenges and be vigilant to indicators of possible abuse. Keeping Children Safe in Education
- Support pupils' emotional wellbeing and help them feel safe, valued, and heard.
- Support transition planning for pupils moving between provisions or pathways.
- Contribute to the development of the enhanced SEND provision, sharing ideas and feedback.
- Participate in staff training and development opportunities related to SEND practice.
- Undertake any other reasonable duties as directed by the headteacher or line manager.

### Essential Skills and Qualifications:

The post holder is required to be an appropriately skilled and qualified professional with strong communication and literacy skills to support in lessons, plan collaboratively with teachers and deliver scripted interventions. They will make a significant contribution to progress across the curriculum for students with identified SEND.

Experience and Qualifications	Essential	Desirable	Assessed
A relevant qualification such as a Level 2 or Level 3 Teaching Assistant qualification or equivalent.		X	A C R
5+ GCSE grade Cs or equivalent (including Maths and English)	X		A C R
Evidence of ongoing professional development relevant to SEND.	X		C I R
Experience working with students with SEN or additional learning needs in an educational or care setting.		X	A I T
Experience supporting pupils with SEND or complex needs.	X		A I T
Professional Qualities	Essential	Desirable	Assessed
A genuine passion for teaching SEND students and making a positive difference to their education and well-being.	X		I R
Ability to be patient, flexible, and adaptable in a variety of situations.	X		I R
Strong organisational skills and the ability to manage multiple priorities.	X		A I T R
Compassion, patience, and resilience when working with pupils with complex needs.	X		A I R
A genuine passion for supporting students and making a positive difference to their education and well-being.	X		A I T
Knowledge and Understanding	Essential	Desirable	Assessed
Successful experience in supporting students with primary-aged needs, including those with SEND or additional learning needs.		x	A C I R



Experience working with children working significantly below age-related expectations	X		A C I R
Experience planning and delivering multi-sensory, play-based, and/or structured literacy and math's lessons.	X		A C I R
Experience working with pupils with significant learning difficulties or working below age-related expectations.		X	A C I R
Experience supporting pupils with communication needs (e.g., using visual aids, communication devices).		X	A C I R
Experience providing personal care or supporting pupils with physical needs.		X	A C I R
Knowledge of safeguarding procedures and statutory guidance related to SEND.	X		A C I R
Understanding of behaviour management strategies and experience applying them in a classroom setting		X	A C I R
<b>Professional Skills and Abilities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Experience working with students with SEN or additional learning needs.	X		A I R
The ability to use ICT skills to advance learning.	X		A I R
Experience working with children or young people in a school setting at primary level with complex needs		X	A I R
The ability to promote high standards of literacy, articulacy and the correct use of standard English.	X		A I R
Ability to adapt resources and activities to meet individual needs.	x		A I T
Strong communication and interpersonal skills to work effectively with students, staff, and parents.	X		A I R
A proactive approach to problem-solving and supporting students' individual learning needs.	X		A I T
<b>Collaboration</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
A willingness to participate in staff CPD to enhance professional development.	X		A I R
<b>Commitment</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
High expectations for all pupils and a belief in every child's potential to learn and progress	X		A I T
Commitment to upholding and promoting the ethos and values of Fernwood School.	X		A I R
<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Strong understanding of early years and KS1 curriculum and outcomes.	X		A I T
Experience in writing and reviewing individual learning plans, EHCPs, and supporting complex behavior needs.	X		A I

A Application form  
C Certificate  
I Interview  
T Test/Task  
P Presentation  
R References