



Job Description

Faculty/Department	Learning Support
Job Title:	High Level Learning Support Assistant
Grade:	6
Post Purpose:	<p>To assist and work alongside the SENCO to provide high quality support for students by identifying and removing barriers to learning, promoting effective participation, raising aspirations, and enabling all students to achieve their full potential. The HLLSA will play a key role within the school's SEND and inclusion team, supporting pupils with a range of needs, particularly those with Social, Emotional and Mental Health (SEMH) and behavioural challenges, through targeted interventions, delivering small-group and 1:1 interventions, and contribute to creating a safe, structured, and nurturing environment. This role is ideal for someone passionate about making a meaningful difference to the lives of young people with additional needs and positive relationship building.</p>
Accountable to:	Special Educational Needs and Disabilities Co-ordinator
Duties, Responsibilities and Key Tasks:	<p>To know how to support learners in accessing the curriculum in accordance with the course requirements and SEND Code of Practice.</p> <p>To lead small group classes for identified SEND, Low ability/ DS and those students with BESD and SEMH.</p> <p>The role will include:</p> <ul style="list-style-type: none"> • Work closely with the SENCO to implement high-quality support strategies for pupils with SEND, BESD and SEMH needs. • Work with teachers to plan and deliver Ordinary Available Provision for learning activities for pupils with SEND, BESD and SEMH needs. • Deliver targeted small-group and 1:1 intervention to support academic progress, behaviour, emotional regulation, and social development. • Create an inclusive environment that supports emotional wellbeing and positive behaviour. • To evaluate and monitor the progress of students, their attendance, progress and keep up-to-date student records. • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • Support and helping pupils access the curriculum and engage positively in lessons and the wider school community. • To ensure a high-quality learning experience for students. • To prepare and update course materials as required for interventions and small group tasks.

- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands.
- Build positive, trusting relationships with students and use deescalation approaches (e.g., restorative practice, emotion coaching).
- Promote emotional regulation, resilience, and positive behaviour through structured interventions (e.g., social skills programmes, anxiety management sessions).
- Supervise pupils during unstructured times (break, lunch, transitions) to ensure consistency and safety.
- Encourage and model positive communication, problem solving and self-management skills.
- Promote positive self-regulation, and coping strategies.
- To apply the Behaviour Management systems so that effective learning can take place and to maintain discipline in accordance with the school's procedures, and to encourage good practice about punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- To participate in moderation of work, examinations, or any assessment activities in line with course requirements.
- To participate in parents evenings, where appropriate to share the progress and next steps for learners.
- Reflect on practice and contribute positively to the school's inclusion culture, working in collaboration with colleagues from the Pastoral team.
- Ensure all relevant student information is logged on Arbor
- All relevant interventions are tracked and logged and data shared with SENDCO and senior leaders.
- Day to day line management of LSAs and contribute to the construction of the LSA timetables.
- Co-ordinating the update and reviews of Student Passport
- Supporting with the management of exam arrangements, including checking over the files and ensuring that students receive what they need, and that all paperwork has been completed to a high standard. Ensuring compliance with JCQ recommendations.
- FACT/FACT+ - To learn the process of completing the fact document to support with getting these completed with a timely manner.
- The completion of forms from external bodies such as CAMHS, MakeWell, Xyla and OWL to support student assessments and potential diagnosis.
- Engage with external agencies and make referrals (e.g., CAMHS, MHST, Early Help services) as appropriate.
- Contribute to multi-agency meetings, reviews, and planning meetings.
- Be involved in keeping records and evaluating identified students' progress.
- Prioritise and manage own time effectively.
- Liaise with parents/carers to support student behaviour and wellbeing in a professional and empathetic manner.
- To ensure the smooth running of the department when the SENCO is absent.
- To answer day to take questions from staff and students regarding SEND and SEMH provision at Walton High.

Other Specific Duties:



	<ul style="list-style-type: none">• Acting as scribe/reader for students in controlled assessments and/or exams• Any other reasonable duties requested by the Principal.
Routine Tasks	<ul style="list-style-type: none">• To promote actively the school's policies. To promote actively the school's policies.• To continue personal development as agreed.• To comply with the school's Health and safety policy and undertake risk assessments as appropriate.• To have professional regard for the ethos, policies and practices of the school and Trust, and maintain high standards in your own attendance and punctuality
General	<ul style="list-style-type: none">• To be aware of the Trust's duty of care in relation to staff, students and visitors and to always comply with the health and safety policy.• Some working flexibility will be required to meet the demands of this post.• To establish and maintain positive, constructive, and professional working relationships with staff, visitors, students, parents, and other professionals of the Trust.• To be aware of and comply with the codes of conduct, regulations and policies of the Trust and its commitment to Equality, Diversity and Inclusion. Act in a courteous way at all times in communications with both colleagues and all stakeholders.• To contribute to whole School and Trust events as and when required.• To develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated to support the development of the school.• To carry out any other reasonable duties or requests of your Line Manager and/or Head of School, that are in keeping with this post or as may be determined from time to time.• Record and report behavioural incidents, safeguarding concerns, or wellbeing issues accurately and promptly.

This job description reflects the principal accountabilities of the post holder and identifies the level of responsibility as which they will be required to work. In the interests of effective working, the major tasks may be reviewed on an annual basis to reflect changing business needs and circumstances. Such reviews, and any consequential changes, will be carried out in conjunction with the post holder. It does not form part of your contract of employment.

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All posts are defined as Regulated Activity and therefore this post is subject to an Enhanced DBS.



PERSON SPECIFICATION

ATTRIBUTE	Essential (E) or Desirable (D)	Assessment
Qualifications		
GCSE Maths & English A*-C (or equivalent)	E	A
Formal qualifications to demonstrate competence in basic skills/learning support	E	A
Post 16 qualifications	D	A
Appropriate vocational qualification or degree	D	A
HLTA status (or willingness to work toward it).	D	A/R
Knowledge and experience		
Experience supporting children/young people with SEND, behavioural or mental health needs.	E	A/I/R
Ability to build positive, professional relationships with young people.	E	I/R
Experience of learning support across the age and ability range	D	A/I
Strong understanding of trauma-informed and inclusive practice.	D	I
Experience of contributing to learning enrichment activities	D	A/I
Skilled in deescalation, conflict resolution, and restorative approaches.	E	I/R
Resilient, calm under pressure, and able to work proactively.	E	I
Knowledge of SEMH interventions (e.g., CBT informed strategies, mentoring programmes).	D	A/I
Training in behaviour management methods (e.g., Team Teach).	D	A
Experience working with external professionals (e.g., CAMHS, social workers).	D	A/R
Understanding of SEND Code of Practice.	D	I
Experience of liaising with parents.	D	A/I
Experience of working with students within an education setting	D	A
Previous experience of working within a school environment	D	A/I
Understanding of the learning support role in schools and the work of external agencies	E	I
Understanding of the potential of e-learning	D	I
Skills		
Excellent IT skills, including Microsoft office, Teams, etc	D	A
Ability to build good, effective working relationships with key stakeholders	E	A/I
Ability to communicate with a variety of staff at different levels	E	A/I
Ability to be flexible to support the needs of the trust	D	I
Ability to work independently and to use initiative	E	A/I
Excellent IT skills (Microsoft Office and HR Systems)	D	A/I
Highly organised, able to prioritise the work of the team	E	A/I



Ability to build professional relationships with students based on respect.	E	A/I
Highly organised with good organisational skills.	E	I
Ability to explain ideas clearly and succinctly.	E	I
Ability to give and receive effective feedback and act to improve own performance and that of others.	E	I
Ability to ask for advice and support where necessary.	E	I
Self-motivating with a positive outlook.	E	I
Ability to work to deadlines and under pressure.	E	I
Excellent attendance and punctuality record.	E	I
Personal attributes		
Demonstrate and adhere to 5D Trust core values	E	J
Adhere to GDPR guidelines and the Trust's internal procedures	E	I
Adhere to the Trust's Safeguarding and Prevent policy	E	I
Adhere to Health and Safety Policy	E	I
Commitment to own professional development	E	I/A
Commitment to equality and diversity in the workplace	E	I

A = Application
I = Interview
T = Task/Activity
R = References

I confirm that I have received a copy of the above job description for this role.

..... Date

Signature

Name