



# **SEND Learning Support Assistant**

**Recruitment Pack  
D Grade**

**Exceptional Educational Experience**



Dan Morrow  
Trust Leader



Rich Baker  
Deputy Trust Lead

# Welcome

At Cornwall Education Learning Trust (CELT), our mission is clear: to provide every learner with an **exceptional educational experience**. One that enables them to thrive, achieve and succeed in life. We believe in a **100%** mindset, that every learner, in every classroom, in every academy, deserves the very best we can offer. For us, 100% means no compromise: no learner left behind, no community overlooked, and no opportunity wasted.

Our strategic goals reflect this ambition. We are committed to empowering and growing our people, building an ambitious all-through entitlement, forging exceptional relationships with our communities, transforming provision through meaningful partnerships, and leading an ethical, effective and innovative organisation. These are not just aspirations; they are promises that shape the way we work and the culture we are building together.

Joining CELT means becoming part of a values-driven trust where collaboration, innovation, and care for people are at the heart of all we do. If you share our 100% mindset, are passionate about education, and want to make a tangible difference to learners and communities across Cornwall, we would be delighted to welcome you to CELT.



Dan Morrow  
**Trust Leader**

EXCEPTIONAL  
EDUCATIONAL  
EXPERIENCE

100%







# Cornwall Education Learning Trust

Our Family of academis

Our family of academis have the privilege of educating 9000 learners across mid-Cornwall. We are passionate about collaborating and ensuring 100% of our learners have an exceptional educational experience.



**9000**  
LEARNERS



**1200**  
CELT STAFF



**16**  
ACADEMYS



## SEND LEARNING SUPPORT ASSISTANT

### **Purpose of the role:**

To take a proactive role in supporting the educational, social, emotional and behavioural needs of pupils with special educational needs and disabilities, including pupils with social, emotional and mental health needs.

The postholder will work closely with teachers, the SENDCO and other professionals to help pupils feel safe, regulated and ready to learn. They will provide individual and small-group support, helping pupils to access the curriculum, develop positive relationships and build the emotional and behavioural skills needed to participate successfully in academy life.

The successful candidate will understand that behaviour can be a form of communication and will respond calmly, consistently and compassionately, while maintaining clear boundaries and high expectations.

### **Principal Responsibilities:**

The postholder will:

- Build secure, positive and professional relationships with pupils, creating a consistent and emotionally safe environment.
- Support individual pupils and small groups with their learning, behaviour, emotional regulation and social development under the direction of the class teacher and SENDCO.
- Help pupils access learning by adapting resources, breaking tasks into manageable steps and using appropriate scaffolding, modelling and prompting.
- Use relational, trauma-informed and attachment-aware approaches to understand and respond to pupils' needs.
- Recognise possible triggers, early signs of dysregulation and changes in presentation, responding promptly to reduce the likelihood of escalation.
- Support pupils to identify, understand and manage their emotions through agreed regulation strategies.
- Use calm, consistent and proportionate de-escalation strategies in accordance with academy policy and individual pupil plans.
- Maintain clear routines, boundaries and expectations while responding flexibly to individual need.
- Support pupils to develop resilience, independence, confidence, self-esteem and positive attitudes towards learning.
- Promote positive behaviour by recognising effort, reinforcing success and helping pupils understand the impact of their choices.
- Support restorative conversations following incidents, helping pupils repair relationships, reflect on their behaviour and successfully reintegrate into learning.
- Implement individual behaviour support plans, risk assessments, provision plans, EHCP strategies and other agreed interventions.
- Contribute observations and evidence to the assessment, planning and review of pupils' needs and provision.



- Monitor and record pupils' learning, behaviour, emotional wellbeing, engagement and progress, sharing relevant information with teachers and the SENDCO.
- Report safeguarding, welfare or behavioural concerns promptly and in accordance with academy procedures.
- Support pupils during less structured parts of the day, including breaktimes, lunchtimes, transitions and movement around the academy.
- Help pupils develop appropriate communication, interaction, friendship and conflict-resolution skills.
- Support pupils to participate safely and positively in educational visits, enrichment activities and the wider life of the academy.
- Work collaboratively with teachers, support staff, families and external professionals to provide consistent support.
- Prepare and maintain appropriate learning, sensory and regulation resources.
- Support the safe use of designated calm, sensory or regulation spaces.
- Undertake relevant training, which may include safeguarding, trauma-informed practice, autism, ADHD, emotional regulation, de-escalation and positive handling.
- Use physical intervention only when trained, authorised and necessary, and always in accordance with the law, Trust policy and the pupil's individual plan.
- Maintain appropriate professional boundaries and confidentiality at all times.
- Encourage pupils to become increasingly independent and avoid creating unnecessary reliance on adult support.

The postholder may be required to meet regularly with teachers, the SENDCO, pastoral staff, senior leaders and external professionals to discuss pupil progress, provision, behaviour, wellbeing and any emerging concerns.

The role will include supervising individual pupils and small groups within and outside the classroom under the overall direction and responsibility of the teacher. The postholder will also complete relevant administrative and recording tasks as directed.

### **Other general responsibilities**

The postholder will attend Trust-wide INSET sessions as required. They will take responsibility for their own continuous professional development and undertake relevant training appropriate to the role.

The postholder must understand and work in accordance with the Trust's safeguarding and child protection policies and procedures. They are responsible for promoting the welfare of children and young people and must report any concerns identified during the course of their duties.



They must follow all relevant Trust policies, procedures and working practices, including those relating to behaviour, physical intervention, equal opportunities, conduct, health and safety, data protection and other applicable legislation.

The postholder must maintain the highest level of confidentiality in relation to reports, records, personal data and sensitive information concerning pupils, families and colleagues. The postholder will demonstrate and promote the values of Cornwall Education Learning Trust at all times and work collaboratively with colleagues to meet the needs of all pupils.

**Note:**

This Job Description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post.

The postholder may be required to undertake such work as may be determined by the Headteacher/line manager from time to time, up to or at a level consistent with the main responsibilities of the job.

This Job Description may be amended at any time in consultation with the postholder

**Special Conditions of Employment**

Cornwall Education Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The postholder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or well-being of children or young people.

*All offers of employment are conditional and subject to satisfactory pre - employment checks including receipt of original qualification documents, references, medical screening, proof of eligibility to work in the UK, Childcare Disqualification check and a Disclosure and Barring Service (DBS) check.*



## Education & Training

| Essential                                                                                                                 | Desirable                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Qualified to NVQ level 2 or above (or equivalent qualification) or able to demonstrate equivalent knowledge or experience | Level 3 qualification in supporting teaching and learning, childcare, education or a related area      |
| Good levels of numeracy and literacy                                                                                      | Training in trauma-informed practice, attachment, autism, ADHD, emotional regulation or mental health. |
| Willingness to undertake relevant training relating to SEND, SEMH, safeguarding, behaviour support and de-escalation.     | Current Paediatric First Aid qualification                                                             |

## Experience

| Essential                                                                                     | Desirable                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Experience of working effectively with children or young people.                              | Good standard of practical knowledge, skills and experience of working with children within a classroom environment or similar at different key stages or within different departments |
| Experience of building positive and appropriate relationships with children.                  | Previous experience of working as 1:1 Teaching Assistant/Learning Support Assistant                                                                                                    |
| Experience of supporting children to engage in learning and follow routines and expectations. | Experience of supporting pupils who may become anxious, dysregulated, withdrawn or distressed.                                                                                         |

## Specialist Knowledge & Skills

| Essential                                                                                                                                | Desirable                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Ability to remain calm, patient and emotionally regulated when supporting pupils who are distressed or displaying challenging behaviour. | Knowledge of a range of issues relevant to education and child development |
| Organisational skills                                                                                                                    | Basic IT skills                                                            |
| Good communication skills                                                                                                                |                                                                            |





## Applying to CELT

We welcome applications via My New Term in the CELT Careers section of our website: [www.celtrust.org](http://www.celtrust.org). If you are interested in this role and would like to find out more before applying, please contact Recruitment Team at [recruitment@celtrust.org](mailto:recruitment@celtrust.org)

We want every candidate to know exactly what to expect from our recruitment process. All CELT application packs clearly set out key information : salary, interview dates, and application deadlines. All line managers involved in recruitment are trained to recognise and reduce bias, ensuring a fair and consistent experience for every applicant.

More information about our approach can be found in our Recruitment and Selection Policy via the trust website.



## Safeguarding

Safeguarding is the golden thread through CELT - safeguarding is everyone's responsibility. We promote an open culture of learning and development where good practice is celebrated and mistakes are used to learn and improve practice and therefore outcomes for our learners.

A whole-academy approach to safeguarding means listening to the voices of everyone in the academy community. This includes learners as well as parents, carers and academy staff.



Amy Daniels  
Director of Inclusion

All offers of employment are conditional and subject to satisfactory pre-employment checks including receipt of original qualification documents, references, medical screening, proof of eligibility to work in the UK, Childcare Disqualification check and an Enhanced Disclosure and Barring Service (DBS) check.





## People Services

Our vision is to build and nurture a talented, diverse team who are proud to deliver exceptional education across our Trust.

We believe in working together, treating everyone fairly, and always learning and growing. We are committed to creating a safe, inclusive, and supportive workplace where every colleague feels valued and inspired to do their best.

By investing in and caring for our people, we unlock their potential – enabling them to make a real difference to our academies, our learners and the communities we serve.

CEL T is committed to developing and empowering staff by ensuring that every colleague has the opportunity to thrive in their current role while being prepared for future opportunities.

*Lea Randall*

Lea Randall  
People Services Lead



Lea Randall  
People Services Lead

**Empowering  
our people to  
support, teach  
and lead**



*Claire White*  
**Headteacher**

I feel privileged to have been part of SW100's cohort 2. I finished the year a different leader to the one I was 12 months before and I've never been more committed to change in our system. It reinforced my belief that teaching truly is the best job in the world.



*Andrew Gasiorowski*  
**IS Manager**

I joined Brannel academy as an apprentice and now manage the information services team at Poltair academy. Working at CEL T has enabled me to progress professionally and has provided opportunities for me to work on strategic projects across the Trust.



*Rebecca Blizzard*  
**Assistant Headteacher**

From gaining valuable leadership experience as Head of Science I felt ready and supported to become an Assistant Headteacher. I value the range of leadership opportunities at CEL T and the strong collaboration amongst colleagues and our family of academies.

# Staff Entitlement

As a Trust we understand that we have a responsibility to create a future-focused team that is ready for change and able to support our development. Part of this future planning involves succession planning and dynamic talent management.

Talent management is crucial at both a strategic and an individual level. It is about the value that every individual brings to Cornwall Education Learning Trust. By understanding people's strengths and unique contributions, we can ensure that they receive the development they need to have the maximum impact in their current and future roles.



## **Personal Growth & Inspiration:**

- Exceptional development opportunities through training, mentoring, and networking.
- Complimentary access to Inspiring the South West conferences to fuel your ambition.



## **Health & Wellbeing:**

- Free annual flu jabs, health screenings, and eye tests to keep you feeling your best.
- Discounted gym and leisure centre memberships to support your fitness goals.
- Wisdom app access for mental health support, mindfulness, and resilience.
- Confidential helpline and counselling through Health Assured, available 24/7.



## **Family & Flexibility:**

- Up to 5 days paid emergency leave for dependants when life throws a curveball.
- Family-friendly policies and flexible working arrangements to help you balance work and home.



## **Perks & Extras:**

- Cycle to Work scheme to promote greener commuting and save on bike purchases.
- Generous public sector pension scheme to invest in your future.



CELt CENTRE OF  
EXCELLENCE

At CELt, we believe inspiration should flow through our staff as much as our students. Great teaching comes from colleagues who are curious, ambitious and continually developing their practice. Professional learning isn't an add-on – it's part of who we are.

The CELt Centre of Excellence at Penrice Academy brings this vision to life. It offers a place to reflect, learn and plan next steps, supporting colleagues at every stage of their career. Through programmes such as Future Leaders, New and Aspiring Leaders, and the upcoming Flourishing Programme, the Centre provides clarity, connection and opportunity for all roles across CELt.

Our aim is simple: to help every colleague grow, feel valued and thrive. By investing in ourselves, we strengthen our culture and keep inspiration at the heart of our classrooms.

**CLICK HERE**



"CELt is where teaching talent takes flight, and connection becomes the fuel that propels us forward. With comprehensive support, collaborative communities, mentoring, research-informed practice, and an unwavering focus on equity, CELt creates an environment where both teachers and learners thrive."



*Hayley Bissenden*

**Hayley Bissenden**  
Director of the  
Centre of Excellence

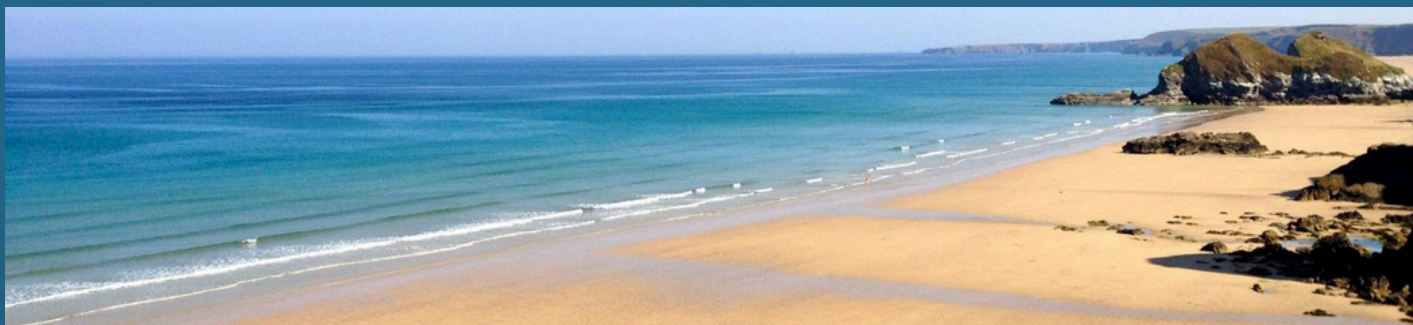






## Living and Working in Cornwall

A Life That Feels Different—in the Best Way



Cornwall offers a rare blend of meaningful work, breathtaking surroundings and an exceptional quality of life. Our academies sit at the heart of proud, supportive communities where relationships matter and staff quickly feel part of something bigger.

### Community

Cornwall's towns and villages are close-knit, welcoming and full of character. Families are deeply invested in their local academies, and the strong partnership between home and academy is a defining feature of life here. When you join us, you're joining a place where people genuinely look out for one another.

### Lifestyle

From beaches and rugged coastline to moorland and open countryside, Cornwall's natural beauty is always within easy reach. Shorter commutes and access to the outdoors help create a healthy balance between work and life—and the space to truly recharge.



### Infrastructure

Cornwall is ambitious about its future. From major road improvements such as the upgraded A30 to enhanced digital connectivity and the convenience of Cornwall Airport Newquay, the region continues to invest to keep people connected and moving.

### Families

Safe communities, excellent academies, and a huge range of activities make Cornwall an exceptional place to raise children. Whether it's beach days, outdoor adventures or creative arts, there's always something to inspire young minds.