

LEARNING SUPPORT ASSISTANT (SEND)

JOB DESCRIPTION

Salary: £20,554-£21,737 per annum (*£26,188-£27,694 per annum FTE*)

Responsible to: Assistant SENDCO

Terms and conditions of employment (key points)

- This is a fixed term position, initially to 31 August 2026.
- Academy term time only.
- The normal working hours for this role will be 08:20-15:55 Monday to Friday. It is anticipated that all professional duties will be completed during this time apart from attendance at residential activities, parents' evenings and induction/open days.

Key responsibilities

- Provide support for named learners with identified special educational needs so that they are fully included within the academy community and are able to access the curriculum and make progress.
- Work with other key professionals in supporting named learners and act as a key point of contact for their families.
- Provide occasional support for other learners as directed by the Assistant SENDCO.
- Work under the instruction and/or guidance of teaching staff and/or the SENDCO and Assistant SENDCO to undertake work, care and support programmes for learners.

Role and responsibilities

Generic requirements

- Ensure the principles expressed in the mission statement of The JCB Academy and those of JCB, the sponsor, are evident in every aspect of the discharge of the duties of the post.
- Model the highest professional standards to staff and learners in all aspects of the role.
- Be committed to working in a cohesive, supportive and forward-thinking team of colleagues which shares an ambitious vision to secure flagship status for The JCB Academy.
- Contribute to the formulation and implementation of The JCB Academy Development Plan.

- Be prepared to work ‘across the piece’ being flexible and interested in other areas.
- Work at all times to the standards set out in the Staff Code of Conduct.

Specific requirements

- Special educational needs support
 - Work under the guidance of the Assistant SENDCO to help named learners to make progress towards meeting their targets outlined in the Learner Plans.
 - Record all classroom support and 1:1 intervention for named learners.
 - Keep detailed logs of any incidents involving named learners.
- Pastoral support and guidance
 - Work with Inclusion and Pastoral staff to implement strategies to support the development and welfare of named learners.
 - Support named learners’ understanding of the PSHEE curriculum.
- Lunch and break supervision
 - Undertake supervision of learners during social times and movement around the academy as directed by the Assistant SENDCO.
- Whole academy
 - Prepare thoroughly at all times for learning activities.
 - Ensure that materials and reasonable adjustments are prepared for the specific learner to use within the learning environment.
 - Use relevant technology to support the learning process and to ensure that all such learning resources are available to named learners.
 - Observe, evaluate and record named learners’ performance and development.
 - Maintain accurate and complete electronic records of named learners’ progress and development and update all necessary records accurately and completely as required.
 - Manage learner behaviour in the learning environment by establishing and enforcing rules and procedures in accordance with the rules and behaviour management systems of The JCB Academy.
 - Support named learners in extracurricular activities such as social activities, sporting activities, clubs, learner organisations and residential.
 - Carry out additional tasks at the request of the Principal and/or SENDCO and/or Assistant SENDCO.

Key accountability measures

For named learners:

- Progress made towards meeting targets outlined in their Learner Plans.
- Expected progress is made in meeting their academic outcomes.

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> GCSE (or equivalent) in English and mathematics. 	<ul style="list-style-type: none"> Recognised qualification relevant to the post. Evidence of further professional development in learning support (e.g. specialist qualification in dyslexia).
Experience	<ul style="list-style-type: none"> Supporting young people with special educational needs. Contribution to developing young people's social skills. 	<ul style="list-style-type: none"> Supporting positive behaviour in young people with an identified special educational need.
Core Professional Competencies	<ul style="list-style-type: none"> Ability to set high expectations and foster a culture of continuous improvement. Ability to build a professional learning community. Ability to build positive relationships with all stakeholders. Potential to grow into an outstanding practitioner. Prepared to be a reflective practitioner and learn from mistakes. 	
Generic Competencies	<ul style="list-style-type: none"> Learning focused. Enthusiastic. Effective interpersonal skills. Empathetic and a good listener. Effective communication skills (written and verbal). 	<ul style="list-style-type: none"> Creativity in problem solving. Adaptability.
Professional Development	<ul style="list-style-type: none"> Evidence of continued professional development. 	