

LEARNING SUPPORT ASSISTANT



Are you passionate about making a real difference in a young person's life? Do you thrive in a role that provides both academic and holistic support to students with learning difficulties and complex needs? If so, we have an exciting opportunity for you to join our dedicated and compassionate team.

We are looking for caring, patient, and motivated individuals who can support our young people in both academic settings and the wider community. You will play a key role in promoting their academic progress, personal organization, and social skills, helping them reach their full potential.

We are seeking an individual who:

- Can provide in-class support for a student with an EHCP
- Is committed to raising student achievement
- has excellent inter-personal and communication skills
- will work effectively as part of a team
- Maintains a calm, professional and caring approach
- Is passionate about supporting students with moderate learning needs including Autism
- Is committed to the well-being, self-esteem and progress of every student

What we offer:

- Flexible hours, Term time plus teacher training days
- An early finish on Friday
- Pension Scheme
- Well-being package
- Supportive and friendly working environment
- Grade 5, point 7-8 depending on experience. Actual salary £18,069 - £18,355 per annum

This is a fixed term contract role starting **on or before 28th April 2025 until August 2026**.

Maplewell currently has 290 students across two sites aged between 11 – 19 years, students who enjoy attending school and are motivated to learn. MAP (Maplewell Autism Provision) supports and provides specialist learning for students with Autism and is designed for students to reach and achieve their full potential, whilst our Post 16 Site supports to provide all our students with a pathway to employability or further education.

Maplewell Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. Successful candidates will be subject to an Enhanced DBS check along with other relevant employment checks. We are an Equal Opportunities employer.

If you are interested in this position please download the application pack from our website <https://www.maplewell.leics.sch.uk/about/vacancies/> for general enquiries please contact Mandy Paris on 01509 890237 or email m.paris@maplewell.leics.sch.uk

- Closing date for applications **9am Friday 21st February 2025**
- Interviews to be held w/c **3rd March 2025**

Job Description

Job Title: Learning Support Assistant – SEN / Intervention (SEN LSA)

Grade: 5

Job Purpose: A 1-1 SEN LSA will work under the direct supervision of a teacher / HLTA following consultation with ComPass Co-ordinator and SLT. To provide personalized assistance to identified pupils to enable them to access the school curriculum and engage in all aspects of school life, in accordance with school policies and procedures.

Occupational Standards: Supporting Teaching and Learning (STL) Level 2

MAIN DUTIES AND RESPONSIBILITIES:

1. To work under the supervision of a teacher/HLTA/ComPass Co-ordinator to provide care and encouragement to individual students with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers / other professionals as appropriate.
2. To work under the direct supervision of a teacher to carry out planned learning activities to meet the specific needs of designated children, either individually or in small groups, providing feedback on their engagement in activities and their achievement of the desired learning objectives.
3. To support the physical, intellectual, emotional and social development of pupils, including contributing ideas and suggestions to offer tailored support to help students to meet their development needs.
4. To observe and feed back to the teacher on pupil performance and behaviour, taking action as appropriate in line with relevant school policies.
5. To implement individualised learning plans, monitor and maintain a safe and secure learning environment.
6. To support pupils to improve their numeracy and literacy skills through focussed learning activities and more generally across the curriculum.
7. To prepare and utilise ICT resources to support pupils learning.
8. To prepare and support the use of learning materials, adapting them as necessary to meet the individualised needs of the designated pupil.
9. To participate daily off-site activities in order to support the full engagement of the designated pupil(s).
10. To invigilate or provide authorised SEN support for internal and external tests and examinations under formal conditions.
11. To interact with and respond positively to children, young people and adults.
12. To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.
13. Under the guidance of therapists and ComPass Co-ordinator carry out prescribed therapy

programmes.

14. To encourage participation in structured and unstructured learning activities, including play (timetabled and during breaks if required). (Primary and Special schools)
15. Assist in implementing pupils' Outcomes outlined in their EHCP and individual IEP, supporting them in achieving their goals while helping to monitor and document their progress
16. Collaborate in creating individual pupils' CEHCP targets for their 'Pupil Passport' ensuring these targets align directly with the EHCP outcomes
17. Maintain accurate and up-to-date records of pupils' targets and their progress toward achieving them
18. Support effective communication with parents and carers, providing regular updates on their child's progress towards EHCP targets and discussing strategies to enhance their progress. Work collaboratively with a class tutor and parents to ensure alignment between school and home support
19. Assist in supervising pupil during the lunch period as required.

Undertake health care duties where required.

Participate actively in physical activities for example outdoor pursuits, animal care, horses.
20. To support, as appropriate, in instances where pupils are unwell whilst at the school*
21. To provide toileting and personal care support to pupils as necessary**

Take part in a programme of professional development identifying personal training needs through continuous self-appraisal and undertaking such training as may be necessary to meet the needs of the pupils, including attendance at five training days per year (or pro rata if not working five days per week)

Occasional duties and responsibilities not affecting the grade of the post:

It is recognised that from time to time named/designated children may be absent from school or otherwise taken out of the normal timetable, such that SEN support is *temporarily* not required. At these times SEN LSAs are expected to be flexible and may be required to undertake other tasks commensurate with the grade of the post, including but not limited to:

21. To provide agreed support to the Compass Team / Teacher in the delivery of planned whole class learning activities.
22. To contribute to the creation of visual displays, in accordance with the requirements of the Compass Co-ordinator / teacher, in order to facilitate a relevant physical learning environment.

* first aid should only be provided by staff who hold appropriate first aid qualifications. However, any member of staff may be required to provide general support to a child who is unwell or receiving first aid treatment.

** these duties only to be undertaken after appropriate risk assessment and training have been provided.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

- (a) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.

- (b) Expenses will be paid in accordance with the Local Conditions of Service.
- (c) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore, **a DBS enhanced check is an essential requirement.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Leicestershire County Council is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person specification

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	Essential	Desirable	How assessed
<p>Qualifications</p> <ul style="list-style-type: none"> NVQ 2 in Supporting Teaching and Learning, or equivalent OR Able to demonstrate the ability to meet the STL Level 2 National Occupational Standards relevant to this post. GCSE qualification or equivalent in maths/numeracy and English/literacy 	<p>✓</p> <p>✓</p>		<p>Application form / relevant documentation</p>
<p>Experience</p> <ul style="list-style-type: none"> Experience of supporting teaching and learning in a formal setting Experience of working with children or adults with learning difficulties 	<p>✓</p> <p>✓</p>		<p>Application form/ interview / references</p>
<p>Knowledge</p> <ul style="list-style-type: none"> Knowledge of child protection and health and safety procedures. 	<p>✓</p>		<p>Application form/ interview / references</p>
<p>Skills/Attributes</p> <ul style="list-style-type: none"> Ability to work effectively as part of a team. Ability to follow through programmes devised by teacher Ability and willingness to undertake professional development. Good interpersonal skills Experience of working with parents/ other professionals Empathy with children and young people Driving licence Basic ICT skills 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Application form/ interview / references</p>
<p>General Circumstances</p> <ul style="list-style-type: none"> Attendance – evidence of regular attendance at work An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. Must be able to perform all duties and task with reasonable adjustment, where appropriate, in accordance with the provisions of the Disability Discrimination Act 1995. Enhanced disclosure certificate from the Disclosure and Barring Service. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>Medical questionnaire/ references</p> <p>Application form/ interview</p> <p>Documentary evidence</p>
<p>Factors not already covered</p> <p>Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.</p>	<p>✓</p>		<p>Medical questionnaire</p>