

LEARNING SUPPORT ASSISTANT (Learner Specific)

JOB DESCRIPTION

Responsible to: Assistant SENDCO

Salary: £20,642-£21,829 per annum (£26,188-£27,694 per annum FTE)

Terms and conditions of employment (key points):

- This is a fixed term contract for the 2025/26, 2026/27 and 2027/28 academic years attached to a specific learner joining the academy in Y9 in September 2025. This role will end when either the learner leaves the academy or if their funding is taken away.
- 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 parents' evenings and residential activities.

Key responsibilities:

- Provide support for a specific learner who receives additional funding for identified special educational/physical needs so that they are fully included within the academy community and are able to access the curriculum and make progress.
- 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 the learner.
- Provide personal care for the learner when required.
- Work with other key professionals in supporting the specific learner and act as a key point of contact for their family.
- Provide occasional support for other learners, especially those with special educational needs, as directed by the Assistant SENDCO.

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 the specific learner to make progress towards meeting their targets outlined in the Learner Plan.
 - Record all classroom support and 1:1 intervention for the specific learner.
 - Keep detailed logs of any incidents involving the specific learner.
- Pastoral support and guidance
 - Work with Inclusion and Pastoral staff to implement strategies to support the development and welfare of the specific learner.
 - Support the specific learner’s understanding of the PSHEE curriculum.
 - Support the specific learner’s emotional intelligence through a bespoke intervention package (ELSA).
- Break and lesson changeover supervision
 - Undertake supervision of the specific learner during break time (not lunch time) and movement around the academy.
- Personal care
 - Support the specific learner as required, e.g. with eating, toileting and mobility.
- Whole school
 - 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 the specific learner.
 - Observe, evaluate and record the specific learner’s performance and development.
 - Maintain accurate and complete electronic records of the specific learner’s progress and development and update all necessary records accurately and completely as required.
 - Manage the learner’s 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 the specific learner 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 Associate Director of Safeguarding & SEND.

Key accountability measures:

For the specific learner:

- Progress made towards meeting the learner's targets outlined in the Learner Plan.
- Expected progress is made in meeting the learner's academic outcomes.

PERSON SPECIFICATION

	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 (e.g. NVQ TA).• 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.	