



SEND Learning Support Assistants (LSAs) – Specialist Base

Job Description: SEND Learning Support Assistant (Grade 2)

- **Job Title:** SEND Learning Support Assistant (LSA) – Specialist Base
- **Grade / Salary:** Grade 2, SCP 3–4 plus SEND Allowance
- **Location:** Croxteth Community Primary School
- **Responsible To:** Specialist Base Teacher / SENCo / Headteacher
- **Contract Type:** Permanent, Full-Time (Term Time Only)

Job Purpose

To work under the direct instruction and guidance of the Specialist Base Teacher and Senior Leadership Team to support the education, behavioral, sensory, and physical needs of EYFS and Year 1 pupils within the brand-new specialist ASC provision.

To facilitate an inclusive, nurturing, and safe environment that enables children with Autism Spectrum Conditions (ASC) and complex communication and interaction difficulties to access the curriculum and maximize their personal potential.

Key Responsibilities

1. Support for Pupils

- Deliver tailored support to individual pupils or small groups with complex needs, ensuring their safety and access to learning activities.
- Assist pupils with sensory regulation, emotional development, and communication strategies, utilizing specific tools (e.g., PECS, TEACCH, Attention Autism) as directed by the teacher.
- Attend to the pupils' personal care needs, including hygiene, toileting, medical, and dietary requirements, while maintaining dignity and promoting independence.
- Establish therapeutic, trusting, and respectful relationships with pupils, acting as a positive role model and responding appropriately to individual emotional and behavioral cues.

2. Support for the Teacher & Environment

- Assist the Specialist Base Teacher in creating, preparing, and maintaining a purposeful, organized, and highly visual learning environment.
- Monitor pupils' responses to learning and sensory activities, recording observations and progress accurately to inform EHCP reviews and individual targets.
- Support the management of pupil behavior using positive, proactive strategies in line with the school's behavior and regulation policies.
- Assist in the safe movement of children around the school environment and during external visits.

3. Support for the School & Wider Team

- Collaborate closely within the core team of four LSAs to ensure continuity of care and structural consistency for the children.

- Foster positive, respectful communication with parents, carers, and external agencies (such as Speech & Language Therapists and Occupational Therapists) to support a holistic "team around the child" approach.
- Participate in relevant training, staff meetings, and professional development opportunities offered by the Rainbow Education Multi-Academy Trust.

4. Safeguarding and Promoting the Welfare of Children

- **Adhere strictly to all school and Trust safeguarding policies**, including *Keeping Children Safe in Education (KCSIE)* statutory guidance.
- Maintain a hyper-vigilant approach to the safety and physical well-being of vulnerable pupils within the specialist base.
- Report any safeguarding, child protection, or welfare concerns immediately to the Designated Safeguarding Lead (DSL) following the school's established procedures.
- Maintain absolute confidentiality regarding pupil information, safeguarding disclosures, and sensitive family records at all times.

Person Specification

The criteria below will be assessed via the application form (A), interview (I), and professional references (R).

Criteria	Essential (E) / Desira ble (D)	Assessment Method
Qualifications & Training		
NVQ Level 2 for Teaching Assistants (or equivalent qualification/experience).	E	A
Good numeracy and literacy skills (GCSE Grade C/4 or equivalent in English and Maths).	E	A
Additional training in ASC strategies (e.g., Team-Teach, PECS, Makaton, Steps).	D	A / I
Experience		
Proven experience working directly with children with complex needs (e.g., severe communication difficulties, complex medical/sensory needs, or profound ASC).	E	A / I / R
Experience working within an EYFS or Key Stage 1 educational setting.	E	A / I
Experience implementing targeted individual learning plans or EHCP targets.	D	A / I
Knowledge & Understanding		

Strong understanding of the ASC profile, sensory processing differences, and early communication barriers.	E	I
Understanding of positive behavior support and de-escalation techniques.	E	I / R
Understanding of the statutory framework surrounding SEND and EHCPs.	D	I
Skills & Abilities		
Ability to communicate effectively and empathetically with non-verbal or minimally verbal children.	E	I / R
Ability to work collaboratively and resiliently as part of a close-knit team of practitioners.	E	I / R
Excellent organizational skills and the ability to remain calm under pressure or during challenging behaviors.	E	I / R
Safeguarding & Personal Attributes		
An uncompromised commitment to safeguarding and protecting the welfare of children.	E	A / I / R
Enhanced DBS clearance with a barred list check (satisfactory pre-employment vetting).	E	Pre-hire

High expectations for what children with complex needs can achieve personally and socially.	E	I
A warm, patient, kind, and emotionally resilient disposition.	E	I / R

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