



JOB DESCRIPTION

Job Title:	Senior Learning Support Assistant (ARB)
Grade:	F
Hours:	30 hours per week, 38.6 weeks per year
Responsible to:	Area Resource Base SENDCO
Direct Supervisory Responsibility for:	None
Indirect Supervisory Responsibility for:	None
Important Functional Relationships:	<u>Internal:</u> Teachers, students, support staff <u>External:</u> Parents/carers, external agencies

Main Purpose of Job

To provide wave 2 and wave 3 intervention programmes to identified students addressing a designated category of special educational needs and disabilities, as directed by the SENDCO. To support the progress and learning of students in the Area Resource Base (ARB).

Duties and Responsibilities

1. To be aware of and work in accordance with the school's safeguarding policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
2. To support teachers and LSAs in creating in-class support plans for students in the ARB. To provide training and guidance for staff on a designated category of SEND, so as to improve the provision for students with such needs.
3. To meet teachers and ARB staff on a regular basis to review the provision of support for students with a designated category of SEND, discuss any updates in the curriculum/teaching activities, consider the progress of individual pupils

(including identification of any special support), and to discuss any concerns relating to standards of support.

4. To plan, prepare, deliver, and assess programmes of learning, to support individuals or groups to meet curriculum or personal targets. To implement lesson plans and learning activities, as directed by ARB teachers and SENDCO. To support teachers and other staff in making progress towards the department and school improvement plans.
5. To establish supportive relationships with students and to promote acceptance and inclusion for all students. To promote SEND awareness within school and the local community, and to assist other staff in tackling any instances of intolerance or prejudice against students with SEND.
6. To develop students' social integration skills for learning development within the school setting. To promote and reinforce students' self-esteem.
7. To prepare, use, and maintain teaching and learning resources, including wall displays and tidying up classrooms or learning spaces after activities. To monitor, maintain, order, and arrange supplies of classroom materials within the link.
8. To assist with lunch and break time supervision of students on a rota basis in accordance with the School's Policy for Playground Supervision.
9. To assess, monitor and record students' health, behaviour, and general wellbeing. To provide detailed feedback of any information (including concerns) regarding the well-being and educational needs of students to teachers, Heads of Year, safeguarding team or SENDCO as appropriate. To attend and provide reports for meetings or reviews for students, with staff, parents/carers, and/or external agencies, as required.
10. To act as key worker for students with a designated category of SEND, as directed by the ARB SENDCO, maintaining regular communication between school and home, and ensuring information about key students is disseminated with relevant staff or home, recorded, and reviewed in a timely manner.
11. To liaise with and maintain communication with external agencies, ensuring relevant staff and parents/carers are updated with the advice and guidance provided. To make and monitor referrals to external agencies, attending meetings or reviews as required, and maintaining records of actions and outcomes for individual students, sharing information with staff and parents/carers as needed.
12. To support teachers in meeting the needs of students with a designated category of SEND. To support teachers and heads of department in the management of students with challenging behaviour so as to prevent harm and disruption to the student or others, within the limits of the post-holder's training and school policies and procedures.

13. To communicate efficiently and effectively all information, reports, records, etc., as required, to ensure the effective running of the department and school.
14. To participate in department meetings, staff meetings, INSET, and other professional development opportunities as required, taking responsibility for self-development and appraisal/performance management in accordance with SMART performance management policy. To be responsible for maintaining own knowledge and understanding of subject/curriculum areas, and the designated category of SEND.
15. To supervise students on educational visits and outings alongside teachers and other support staff.
16. To remain aware of and work within all relevant school working practices, policies and procedures. To maintain confidentiality of information acquired in the course of undertaking duties, especially information relating to students or staff.
17. To carry out administrative tasks associated with all of the above duties, and to maintain high quality records of work, as directed by the SENCO or ARB Manager.

Responsibilities applicable to all Trust employees

1. To be aware of, and adhere to, applicable rules, regulations, legislation, policies and procedures within the Trust, including safeguarding and child protection, health and safety, equality and diversity, the Code of Conduct, and data protection.
2. To maintain confidentiality of information acquired in the course of undertaking duties.
3. To be responsible for your own continuing self-development, engaging in mandatory and other training as appropriate for the role.
4. To undertake other duties appropriate to the grading of the post as required.



PERSON SPECIFICATION

Job Title: Senior Learning Support Assistant (ARB)

School/Department: Saltash Community School

Attributes	Essential	Desirable	How identified
Relevant Experience	A reasonable level of experience of working with children within a classroom environment	Experience of supervising staff Specialism in specific areas of the curriculum and/or key stages	Application form Interview
Education and Training	GCSE grade 4-9 (A*-C) in Maths and English or equivalent qualification level 2 qualifications Level 3 qualifications, or equivalent Completion of the DfE Induction for Teaching Assistants, CLANSA or Cornwall Certificate in SEN, or similar recognised qualification/training	Evidence of professional development, training, or qualifications, relating to child development or education	Application form

Knowledge and Skills	<p>Knowledge of a particular area of the curriculum or special educational needs</p> <p>Good organisational, communication, and ICT skills</p>	<p>Knowledge of a range of issues relevant to education and child development</p>	<p>Application form</p> <p>Interview</p>
Any Additional Factors	<p>Able to prioritise between different demands, to work to deadlines, and to self-motivate</p> <p>Friendly, tolerant, positive, and patient attitude, willing to celebrate diversity</p> <p>An interest in learning and education</p> <p>Team-working and problem-solving approach</p>	<p>An interest in developing own practice as an education professional</p>	<p>Interview</p>

Date Updated:

March 2025

Updated by:

Senior HR Officer