South Petherton Schools Partnership
Job description: Senior Learning Support Assistant (SLSA)

The South Petherton Schools Partnership

South Petherton Schools Partnership is committed to building a diverse and inclusive workforce. We welcome applications from all qualified candidates regardless of sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, age, disability, or marital or civil partnership status.

Job Details

- **Job Title:** Senior Learning Support Assistant (SLSA)
- **Salary:** Somerset Support Staff Pay Grade 13, Points 8–11
  (£13.90 – £14.59 per hour, dependent on experience)
- **Hours:** Monday–Friday, 8:30am–4:00pm (30-minute unpaid lunch; 35 hours per week)
- **Contract Type:** Fixed Term for the year (in the first instance)
- **Reporting To:** Deputy Headteacher and Pastoral Lead

Role Overview

The Senior Learning Support Assistant (SLSA) plays a key role in supporting pupils with special educational needs (SEN) across the Junior School. In addition to delivering high-quality support for pupils, the SLSA provides day-to-day leadership for a small team of Learning Support Assistants (LSAs), ensuring effective, consistent and pupil-centred provision.

Working closely with the SENCo and Class Teachers, the SLSA will contribute to the planning, delivery and evaluation of tailored support strategies that enable pupils to thrive academically, socially and emotionally.

Key Responsibilities

Leadership and Team Coordination

- Lead, support and guide a small team of LSAs to deliver high-quality SEN provision
- Model best practice in supporting pupils with additional needs
- Contribute to the deployment and organisation of LSAs to meet pupil needs effectively
- Support the development of team members through coaching, feedback and sharing expertise

Supporting Pupils

- Build positive, trusting relationships that promote pupils' self-esteem, independence and engagement
- Adapt communication approaches to meet individual needs
- Support pupils with social, emotional and mental health needs, escalating concerns appropriately
- Promote positive behaviour in line with the school's Behaviour Policy, including safe and appropriate handling where required

- Support routines, transitions and daily structure to reduce anxiety and maximise learning
- Contribute to and deliver Individual Education Plans (IEPs) and support programmes
- Plan and deliver targeted support for individuals or small groups

Teaching and Learning

- Work with teachers and the SENCo to plan and deliver differentiated learning activities
- Support adaptive teaching strategies to ensure curriculum access for all pupils
- Deliver structured, evidence-informed interventions within and beyond the classroom
- Encourage independence by adjusting levels of support appropriately
- Use technology effectively to enhance learning and engagement
- Observe pupils and provide regular, informative feedback on progress, attainment and barriers to learning
- Maintain accurate records of pupil progress and interventions

Collaboration and Communication

- Work collaboratively with teachers, SENCo and wider school staff to ensure a consistent approach
- Share relevant information with education, health and care professionals to support effective decision-making
- Communicate effectively with parents and carers under the guidance of teaching staff or the SENCo
- Contribute to review meetings by providing clear insights into pupil progress and needs

Professional Development

- Take responsibility for maintaining and developing professional knowledge and skills
- Engage actively in appraisal, training and development opportunities
- Stay informed about current best practice in SEN and inclusive education

Safeguarding and Wellbeing

- Adhere to statutory safeguarding guidance (including *Keeping Children Safe in Education* and Prevent)
- Promote and safeguard the welfare of all pupils
- Act promptly on any safeguarding concerns in line with school policy

Additional Information

This job description outlines the general duties and responsibilities of the role. It is not exhaustive, and the postholder may be required to undertake other duties appropriate to the level of the role, as directed by the Headteacher or line manager.

Person specification

CRITERIA	QUALITIES
Qualifications and training	• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths
Experience	• Experience working in a school environment or other educational setting • Experience working with children / young people with SEN • Experience planning and delivering learning activities
Skills and knowledge	› Good literacy and numeracy skills › Good organisational skills › Ability to build effective working relationships with pupils and adults › Skills and expertise in understanding the needs of all pupils › Knowledge of how to help adapt and deliver support to meet individual needs › Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils › Excellent verbal communication skills › Ability to work as part of a team and to be flexible in their approach to daily routines › Active listening skills › The ability to remain calm in stressful situations › Knowledge of guidance and requirements around safeguarding children › Good IT skills, particularly using IT to support learning
Personal qualities	› Enjoyment of working with children › Sensitivity and understanding, to help build good relationships with pupils › A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school › Commitment to always maintaining confidentiality › Commitment to safeguarding pupil's wellbeing and equality › Resilient, positive, forward-looking and enthusiastic about making a difference › Capacity to inspire, motivate and challenge children and young people

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date:

Next review date:

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____