**Job description: Learning and Support Assistant**

Larwood Academy Trust is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

**Job details**

|  |  |
| --- | --- |
| Grade and salary | H4/1 |
| Hours/weeks | 32 hours 39 weeks |
| Contract type | 6 months Probationary before permanent |
| Reporting to |  |
| Responsible for | N/A |
| Last updated | 30th June 2025 |

**Main purpose**

To be the secure person for a designated group of students/form group by supervising and providing particular support, ensuring their safety and access to learning activities.

**Duties and responsibilities**

Aims and purpose of the job:

* Develop a holistic approach to meeting Social, Emotional and Mental Health

needs, enabling learners to make good progress by working with teachers,

other support staff, families and external agencies.

* Assist with the development and implementation of Individual Education/Behaviour Plans, Risk Assessments, Personal Care and Therapy Care programmes for a designated group/form.
* Establish therapeutic relationships with students and interact with them

according to individual needs.

* Promote the inclusion and acceptance of all students.
* Encourage students to interact with others and engage in activities led by

teachers.

* Set challenging and demanding expectations and promote self-esteem and

independence.

* To help students develop resilience and independence, both learning in lessons

and forming positive relationships with peers and staff.

* Provide feedback to students in relation to progress and achievement under the

guidance of teachers.

* To develop and enhance expertise in supporting students with complex social,

emotional and mental health needs by attending training and working alongside

relevant internal and external professionals such as psychologists and

therapists.

* To provide support in the delivery of specialist interventions, taking a lead

where appropriate.

* To sustain an active engagement with families of designated students to help

them explore issues and make changes in areas that may be affecting their

child’s learning and development. This may involve home visits.

* To track the progress of students with Social, Emotional and Mental Health

needs using the available data and monitor the impact of interventions, sharing

this with the SENCo and other relevant professionals.

**Support for the teacher**

* Create and maintain a purposeful, orderly and supportive secure base/form

room, in accordance with lesson plans and assist with the display of students’

work.

* Use strategies, in liaison with teaching staff and therapists, to support students

to achieve learning goals.

* Assist with the planning of learning activities.
* Monitor students’ responses to learning activities and accurately record

achievement/progress as directed.

* Provide detailed and regular feedback to teachers on students’ achievement

and progress.

* Promote good student behaviour, dealing promptly with conflict and incidents

in line with established policy and encourage students to take responsibility for

their own behaviour.

* Establish supportive relationships with parents/carers.

**Support for the Curriculum**

* Undertake structured and agreed learning activities/teaching programmes,

adjusting activities according to student responses.

* Undertake programmes linked to local and national learning strategies, e.g.

literacy and numeracy, recording achievement and progress and feeding back

to teachers.

* Support the use of Information Technology in learning activities and develop

students’ competence and independence in its use.

* Prepare, maintain and use equipment/resources required to meet the lesson

plans/relevant learning activities and learning needs and assist students in their

use.

**Support for the school**

* Be aware of and comply with policies and procedures relating to child

protection, health, safety and security, confidentiality and data protection,

reporting all concerns to an appropriate person.

* Contribute to the overall ethos/work/aims of the school.
* Appreciate and support the role of other professionals.
* Attend and participate in relevant meetings as required.
* Participate in training and other learning activities and performance

development as required.

* Assist with the supervision of students out of lesson times, including before and

after school and at lunchtime when required.

* Accompany teaching staff and students on visits, trips and out of school

activities as required.

**Professional learning and development**

* To be a reflective practitioner, evaluating and improving own practice in order

to take teaching and learning forward.

* To contribute to both school’s developments by sharing professional learning,

expertise and skills with others, and participating in collaborative learning

opportunities.

* To take full advantage of any relevant training and development available and

undertake any necessary professional development as identified in the School

Development Plan and the performance management process.

* To take responsibility for personal professional development to inform and

extend professional practice to secure improvements in teaching and learning.

* To undertake any other task deemed appropriate by the Headteacher.

This post is classed as having a high degree of contact with children or vulnerable

adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced

disclosure will be sought through the Data and Barring Service (DBS) as part of Larwood Academy Trust’s pre-employment checks

SEMH Learning Support Assistant

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Essential | Desirable | Assessment |
| GCSE grade C or Level 2 equivalentfunctional skills in English and Maths | ✓ |  | Application formand certificates |
| Foundation degree or Level 5 relevantqualification/skills |  | ✓ | Application formand certificates |
| Experience of working with youngpeople with Social, Emotional andMental Health difficulties and/orchallenging behaviour |  | ✓ | Applicationform/interviewquestion |
| Experience of working with studentswith a range of Special EducationalNeeds such as ADHD and ASD. |  | ✓ | Applicationform/interviewquestion |
| Understanding of alternative andtherapeutic interventions for studentprogression |  | ✓ | Applicationform/interviewquestion |
| Excellent classroom and behaviourmanagement skills. | ✓ |  | Interview task |
| An ability to understand the principlesof learning processes and in particularbarriers to learning | ✓ |  | Applicationform/interviewquestion |
| The ability to work effectively as partof a team, but also to use initiativewithin the guidelines set by teachingstaff with tact and diplomacy |  | ✓ | Applicationform/interviewquestion |
| The ability to recognise and besensitive to the individual needs ofstudents | ✓ |  | Interview question |
| Evidence of proficient InformationTechnology skills and the confidence and willingness to use and developthem |  | ✓ | Applicationform/interviewquestion |
| Effective and professionalcommunication skills with the ability toengage young people. | ✓ |  | Applicationform/interviewquestion |
| A willingness to increase ownknowledge and understanding ofteaching and learning. |  | ✓ | Interview question |
| Highly adaptable and flexible. | ✓ |  | Interview question |
| Ability to work in a way that promotesthe safety and wellbeing of students. | ✓ |  | Applicationform/interviewquestion |
| Current driving licence and owntransport. |  | ✓ | Applicationform/interviewquestion |

As part of Larwood Academy Trust’s pre appointment checks, current

and past employers will be contacted for short listed candidates

Any discrepancies or anomalies, and/or issues from references will be discussed at

interview with shortlisted candidates.

*Any other duties or reasonable instructions that are appropriate to the level of the post.*