

<b>Team Leader / Senior Learning Support Assistant</b>	
Department	Children, Young People, Education and Skills
Section	Education
Reports to	Class Teacher / Team Manager / Provision Leader/ SEMH Team Leader / SENCO
Grade	ESSF06
Job Number	ESSF1006
JE Date	16/05/2025
<b>Job Purpose</b>	
<p>To work collaboratively with teachers and provide specialised advice and / or support as part of a professional team to provide targeted assistance to all areas of the curriculum, supporting those pupils who need particular help in overcoming barriers to learning.</p> <p>Provide targeted support or specialised support to pupils in all aspects of the curriculum, whilst building relationships with these pupils and their families. Under mutual agreement, this may include working with them within their homes<sup>1</sup>.</p> <p>The postholder will be required to manage planned intervention group with pupils. Adds value by supporting adaptive teaching and learning opportunities planned and directed by the teacher which supports the development of independent learning skills associated with improved learning outcomes.</p> <p>May act as Team leader for a small group / team and so would be responsible for supporting and advising less experienced staff.</p> <p>Occasionally supervise whole classes during unforeseen, short term absence of a teacher. The primary focus during such absences is to maintain classroom organisation and to ensure that learning continues.</p>	
<b>Job Specific Outcomes</b>	
1.	<p>Oversee learning by providing specialist resources for lessons/activities, which may include the transition plan and undertake at least one the following:</p> <ul style="list-style-type: none"> <li>a) Provide either 1:1 or small group<sup>2</sup> support to identified pupils;</li> <li>b) Provide support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, Forrest Schools, National Curriculum subject).</li> </ul>

<sup>1</sup> After the completion of a risk assessment and in compliance with policies and procedures

<sup>2</sup> No more than 6 pupils

	<ul style="list-style-type: none"> <li>c) Support pupils not working to the normal timetable, including offsite.</li> <li>d) Work with parents to develop strong relationships between home &amp; school including home visits prior to term commencement.</li> <li>e) Supervise the work and development of other classroom support staff.</li> <li>f) Follow individual therapy / care plans which may include lifting, handling procedures and equipment instructions.</li> <li>g) Plan and deliver programmes of support to pupils who are experiencing social, emotional and mental health needs, either on a 1:1 basis or in small groups.</li> <li>h) Assist in the management and organisation of groups, whether within the curriculum, extra-curricular or during holiday time</li> </ul>
2.	Under the direction of a Teacher, manage and evaluate targeted learning activities and when required, write reports and records.
3.	De-escalate difficult / challenging issues and adapt support as necessary.
4.	<p>Assist in the development and maintenance of appropriate observation, assessment, planning, procedures, which may involve working with other agencies.</p> <p>Contribute to recording of development, progress and attainment of pupils.</p>
5.	Maintain relationships with parents / carers and other professionals, e.g. speech therapists. Attend meetings with parents / carers, professionals and external agencies when necessary.
6.	After relevant training attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters, reporting concerns to the teacher as appropriate. Physically assist pupils in activities, where mobility is an issue. After relevant training and/or guidance, support the administering of prescribed medication, in line with policies and procedures.
7.	After relevant training, follow all intimate care and safer handling plans and any lifting and handling procedures and equipment instructions.
8.	Comply with all GoJ, CYPES and school policies and procedures, especially those that relate to child protection, health and safety, confidentiality, data protection and legislation.

	Contribute to and be involved in the development / implementation of school policy and reviews.
9.	Supervise pupils out of lesson times, including before and after school <sup>1</sup> , at lunchtimes and on school trips - ensuring that all needs are met.
10.	Contribute to the planning and support children's transition and induction, which may include visits to homes and other settings.

## PERSON SPECIFICATION

### Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
<b>Qualifications</b> This relates to level of education and professional qualifications and / or specific occupational training required.	NVQ / CACHE level 2 or equivalent accredited qualification in Teaching and Learning and either working towards or a commitment to obtaining NVQ / CACHE level 3 or equivalent accredited qualification in Teaching and Learning.  Numeracy and literacy skills equivalent to Level 2  A commitment to undertake an accreditation in a Specialist area of need, this may	Evidence of qualifications in a relevant specialist interest.

<sup>1</sup> If within contracted hours

	include BSL, Braille, Level 3 SALT or Neuro-diverse qualification.	
<b>Knowledge</b> This relates to the level and breadth of practical knowledge <b>required</b> to do the job (e.g. the understanding of a defined system, practice, method or procedure).	Level 1 Safeguarding Training.  Awareness of confidentiality and data protection principles.  Full working knowledge of relevant policies, codes of practice and awareness of relevant legislation.  Working knowledge of curriculum and other relevant learning programmes / strategies.	Commitment to complete undertake First Aid and EPI pen training, if required.  Level 2 Safeguarding Training.  Knowledge of relevant individual learning and personal handling plans.  Mental Health First Aider training.  Specific Intervention Keyworker Training.
<b>Technical / Work-based Skills</b> This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.	Ability to attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene and welfare	Relevant training in MAYBO for pupils who may require assistance learning when in a state of anxiety.  Training in the relevant Inclusion

	<p>matters.</p> <p>Care for sick, distressed and injured pupils, carrying out the necessary follow-up action in line with the agreed policies and procedures.</p> <p>Resilience and a willingness to learn and develop their practice including self - study.</p> <p>Ability to demonstrate own work to others.</p> <p>Use of Technology to support job role (e.g. Outlook, Word, Excel, TEAMS).</p> <p>Competent in delivering inclusion strategies and particular curriculum learning areas and a commitment to further training relevant to the role.</p>	<p>strategies and a commitment to further training relevant to this role.</p> <p>MIDI Mini bus driving license.</p>
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	When required, Manual Handling and Intimate Care Training	
<b>General Skills/Attributes</b> This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.	<p>Commitment to improving the lived experience of pupils and their families. A need to show compassion, be focused, helpful and reflective.</p> <p>Ability to keep calm in sometimes very difficult circumstances and the ability to intervene when necessary.</p> <p>Proven ability to communicate effectively with all stakeholders.</p> <p>Effective written communication. Ability to delegate appropriate tasks.</p> <p>Ability to plan effective actions for pupils who</p>	<p>The understanding of the range of support services, agencies, providers and knowledge of their effective use. Ability to upskill others.</p> <p>The confidence and ability to work with families in their own homes.</p>

	require support to progress their learning or who require specific support to facilitate their accessing of learning opportunities.	
<b>Experience</b> This is the proven record of experience and achievement in a field, profession or specialism or could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post- qualification experience).	Experience of working with or caring for or working with children and / or young people for a minimum of 2 – 3 years.	