



Our mission is: 'Realising potential, transforming lives'

JOB DESCRIPTION

Job Title: SEND Support Assistant
Responsible to: Learning Support Officer
Accountable to: Learning Support Manager

Job purpose

To provide support and intervention for students requiring additional learning support in the regulation room. Employ strategies to support those that are dysregulated, to enable them to re-engage in learning swiftly.

To provide support and deliver interventions for students requiring additional learning support to ensure they achieve their qualification aims, make significant progress on their EHCP/Support Plan outcomes and reach their potential.

To provide administrative support to Support Managers, attending meetings and reviews and liaising with parents/carers and outside agencies.

To work closely with teaching and support staff and other relevant internal departments to ensure a fully integrated approach is taken to supporting individuals or groups of students.

Key responsibilities

- To lead on the support and intervention provided for students in the regulation room, ensuring person centred strategies are employed that support students to address and manage their emotional dysregulation.



- To provide appropriate support to students with learning difficulties and/or disabilities, including but not limited to, autism, ADHD, social, emotional mental health, social communication difficulties, dyslexia, hearing and visual impairments and other physical disabilities.
- Review thoroughly EHCP/Support Plans, identifying strategies and approaches to support students in relation to the development of their personal, social and communication skills.
- Support the transition process for learners with additional learning support needs including attendance at professionals' meetings and training.
- Plan and deliver interventions for students with more complex and specialist support needs in line with EHCP/Support Plan requirements.
- Assess, record and monitor the impact of interventions, adapting strategies and approaches to maximise their impact on students' progress.
- Provide administrative support to Support Managers, to ensure accurate and timely communication and record keeping is maintained.
- Monitor the Learning Support email inbox and ensure timely communication/action is completed.
- Monitor the EHCP email inbox, uploading appropriate information and documents to EBS.
- Monitor and track progress with completion of EHCP progress against outcomes.
- Monitor and track completion of the learning support survey and ensure any follow up actions are completed timely.
- Monitor and track referrals from students and teachers received via the ILP.
- Co-ordinate and monitor referral assessments and ensure timely information is shared and collated with the appropriate staff.
- Schedule and attend meetings and reviews and liaise with parents/carers and outside agencies.
- Contribute to the development and implementation of individual learning support plans.
- Maintain effective records, documents and reports on students' ongoing progress. Ensure that learning support is recorded and monitored through our internal systems (EBS Manager).
- Participate in training and development activities to upskill, maintain and develop the skills required to support students and to deliver high quality and impactful interventions.



- Promote the independence of students in education, in readiness for employment and higher education and preparing for adulthood.
- Liaise with teaching staff to ensure that students' needs are met in the classroom.
- Contribute to the development of systems, policies and practices associated with Learning Support.
- Contribute to the development of services as required.
- Represent the College at internal and external events as and when required.
- Work closely with Learning Support Officers, curriculum teams and other relevant departments to ensure student retention and achievement is maximised.
- To undertake any other duties and responsibilities and/or special projects commensurate with the grade of post, properly directed by the line manager.

Professional Standards

- Exemplify behaviours which drive behaviour in-line with professional standards.
- Maintain up-to-date knowledge of developments and best practice in your area to provide sound professional advice to the staff.
- Actively participate in professional development and training activities, developing your own personal networks and reflecting on your own performance.
- Be a role model of excellence and professionalism for all students.

Responsibilities common to all Staff

- To establish, maintain and develop professional working relationships with colleagues.
- Follow all agreed Quality Assurance Mechanisms operating within the College and contribute generally to the establishment and development of a quality provision/service.
- The College operates a Performance Management Review Scheme through which objectives and development plans are agreed. All staff are required to participate in the scheme and, with their manager, are jointly responsible for the completion of agreed actions.
- The College is keen to ensure the health and safety of students, staff and visitors. All staff are responsible for complying with the Health and Safety at Work Act 1974 and ensuring



no-one is affected by individual acts or omissions.

- The College aims to be a place in which people can work and study free from discrimination. All staff and students are required to comply with the College's Single Equality Scheme.
- To contribute to the College's Mission, Values and British Values.
- To be aware of, and responsive to the changing nature of the College and adopt a flexible and proactive approach to work.
- All employees are required as part of their duties to accept responsibility for safeguarding, Prevent and promoting the welfare of children and vulnerable adults.
- To operate sustainably, ethically and responsibly, and to take action to increase efficiency and reduce consumption and waste

Review Arrangements

- This job description is not a rigid specification but identifies main responsibilities, which will be amended in the light of organisational need and in discussion with the postholder.

Working at the College

Our environment is inclusive, friendly and supportive, with high expectations for both staff and students. To thrive in our environment, you will need to be resilient, positive, able to work autonomously, have a strong work ethic, and put our students at the heart of everything you do.

Our College values are:

We put our students and customers first - prioritising students and their learning and progress, realising their potential, delighting our customers

We recognise that people are our greatest asset – recruit and retain the most talented staff, investing in them to fulfil their potential, creating a wealth of opportunities for personal development and progression, creating a culture of co-prosperity, rewarding them for the work they do

We pursue excellence in all we do - a passion for high quality education, training and skills solutions, holding ourselves to the highest possible standards, meeting (and exceeding) targets, making improvements, valuing creativity, supporting digital innovation and pedagogy



We embrace change - looking forward to the future, embracing new technologies, anticipating and responding to ongoing economic and social needs and demands, maintaining a growth mind-set, exploring new routes to partnership, collaboration and growth

We collaborate and work in partnership with others - actively seeking opportunities to work with others in the best interests of the college community and key stakeholders.

We operate sustainably, ethically and responsibly - taking action to achieve net zero carbon targets, acting with integrity, with high levels of accountability and complete transparency, treating others fairly and with respect, communicating clearly, concisely and openly.

We are guided by the principles of sound financial stewardship and operational efficiency - ever-mindful of an increasingly risk-laden operational environment, the need for broader sensitivity analysis in budgeting and forecasting and the importance of mitigating risks that could affect the college's solvency.



PERSON SPECIFICATION

Qualifications

Essential:

- Possess a Level 3 qualification and 5 GCSEs (grade A-C) including English Language and Mathematics.
- Hold or be willing to work towards an Introductory Teaching qualification
- Hold or be willing to work towards relevant professional qualifications (e.g. Learning Support qualifications).

Desirable:

- Mental Health First Aid or trauma-informed practice training
- Learning Support / Teaching Assistant qualification.
- Specialist SEND qualification
- First Aid qualification.
- Full Driving Licence.

Experience and knowledge

Essential:

- Strong understanding of SEND and Inclusive education practices.
- Demonstrate an understanding of the concept of Inclusive Learning.
- Proven experience of working with young people with specific learning difficulties and/or disabilities in education, such as: Autism, ADHD, Social, emotional and mental health, Speech and language, Dyslexia, Hearing Loss, Visual impairment.
- Experience of supporting behavioural regulation, emotional wellbeing and positive engagement
- Awareness of reasonable adjustments and differentiation

Desirable:

- SEN specialism experience
- Experience of planning SEN interventions using research-led strategies and approaches
- Experience of emotional regulation strategies

Skills and abilities

Essential:

- Demonstrate strong communication (verbal and non-verbal) and diplomacy skills.



- Ability to build trusting relationships with students
- Adaptability and flexibility
- Highly reliable, proactive and resilient in challenging situations
- Demonstrate a strong level of IT skills.
- Ability to construct written reports, documents and produce individual support plans to a high standard.
- Patience, empathy and emotional resilience.
- To contribute to and maintain College values.
- Must demonstrate suitability to work with children and vulnerable adults.

Updated May 2026

