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## Job Description for Learning Support Assistant (Alternative Pathway Provision)

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**Responsible to:** Alternative Pathway Lead

**Based at:** Dinnington High School

**Paid on:** Salary Band D

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### OVERALL PURPOSE OF THE POST

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We are seeking a passionate, nurturing, and resilient **Learning Support Assistant** to join our secondary specialist provision for young people with identified **Social, Emotional and Mental Health (SEMH)** needs. You will support students across a range of ages, abilities, and emotional needs, working in both 1:1 and small-group settings to help them re-engage with learning in a structured, safe, and supportive environment. Young people in our specialist provision require consistency, stability, and positive role models who can respond to their needs with patience and empathy. Your role is to support their academic engagement, emotional regulation, and social development while ensuring their school experience is as productive, safe, and beneficial as possible.

This is a **permanent role**, offering stability, professional growth, and ongoing training as part of a committed and supportive staff team.

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### MAIN DUTIES

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#### Supporting Pupils

- Provide 1:1 and small-group support to pupils with SEMH needs across varied ages and learning levels.
- Continuously adapt to pupils' needs throughout the day to maximise engagement and wellbeing.
- Support pupils to remain focused, emotionally regulated, and safe within the environment.
- Identify and respond calmly to early signs of anxiety, triggers, or emotional distress.
- Build positive, trusting relationships rooted in empathy, consistency, and respect.
- Model appropriate behaviour, resilience, and communication at all times.

#### Behaviour & Emotional Support

- Support pupils during emotional or behavioural crises using trauma-informed and de-escalation strategies.
- Encourage positive behaviour, reinforcing self-regulation and pro-social decision-making.
- Support reintegration into class or group settings following incidents.

*All staff and senior post holders have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the Trust procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified by the Trust as relevant to their role. The post holder's duties must at all times be carried out in compliance with the Trust's Equality and Diversity Policy, and the post holder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety Act.*

*All staff are expected to support the achievement of the Trust's vision and strategic objectives and to demonstrate its values through their behaviour.*

### **Teaching & Learning Support**

- Work alongside teaching staff to deliver adapted learning tasks that meet individual needs and EHCP targets.
- Assist pupils in developing routines, independence, and confidence in their learning.
- Modify resources, communication, and delivery to support individual learning profiles.
- Plan and deliver interventions

### **Collaboration & Professional Conduct**

- Work in accordance with all safeguarding, behaviour, and school policies.
- Maintain effective communication with teachers, pastoral staff, and external professionals.
- Contribute to planning, assessments, and review meetings as required.
- Develop strong working relationships with colleagues to ensure consistent practice and support.

### **Monitoring & Reporting**

- Record and report behaviour incidents accurately and promptly.
- Monitor progress in engagement, emotional regulation, and behaviour.
- Provide feedback to staff to support ongoing planning and intervention strategies.
- To be committed to the safeguarding and welfare of children and young people
- To observe at all times confidentiality appropriate to the post and to work within Trust guidelines of Data Protection.
- Perform other duties as assigned by your line manager.
- **You may be required to work up to 2 evenings per academic year to support trust events.**

### **Safeguarding Statement**

Our specialist provision is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. The successful applicant will be required to complete an enhanced DBS check, provide professional references, and follow all safeguarding policies and training requirements. Safeguarding is the responsibility of every member of staff, and we promote a culture of vigilance, professionalism, and care.

**Please note this job has a Probationary Period of 6 Months and a Notice Period of 1 Month.**

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## Person Specification for Specialist Behaviour Learning Support Assistant (SEMH Specialist Provision)

*There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.*

ATTRIBUTES	ESSENTIAL	DESIRABLE
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Demonstrable experience of delivering excellent communication skills, whilst working in a busy environment.</li> <li>• Experience supporting pupils with SEMH needs or challenging behaviour.</li> <li>• Strong behaviour management and de-escalation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Administration – Particularly in relation to; recording information, maintenance of filing systems and completing correspondence.</li> <li>• To have an understanding or experience of young people of secondary age, within a structured setting e.g. education/youth work etc.</li> <li>• Experience working in a specialist provision or SEMH educational setting.</li> <li>• Knowledge of SEND, safeguarding procedures, ACEs, and trauma-informed practice.</li> <li>•</li> </ul>
<b>Education and Training</b>	<ul style="list-style-type: none"> <li>• To be able to use ICT e.g. simple word processing.</li> <li>• Commitment to attend appropriate training and development commensurate with the post.</li> </ul> <p>Willingness to undertake Team Teach or equivalent training.</p>	<ul style="list-style-type: none"> <li>• Possess literacy and numeracy qualification at GCSE grade C or above.</li> <li>• Training or experience in mental health, wellbeing, or therapeutic approaches.</li> </ul>
<b>Special Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• To have good oral communication skills.</li> <li>• Knowledge of issues that might present barriers to learning and social inclusion.</li> <li>• Ability to work on own initiative if required.</li> </ul> <p>Ability to build positive and trusting relationships with vulnerable young people.</p>	<ul style="list-style-type: none"> <li>• Training or experience in mental health, wellbeing, or therapeutic approaches.</li> </ul>

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<p><b>Personal Skills and Qualities</b></p>	<ul style="list-style-type: none"> <li>• Strong oral communication skills with a wide variety of audiences.</li> <li>• Good interpersonal skills – ability to deal effectively with a wide range of people at all levels.</li> <li>• Discrete and sympathetic when dealing sensitive ad confidential matters.</li> <li>• Flexible and able to adapt to change.</li> <li>• Calm and able to handle difficult situations.</li> <li>• Can inspire and motivate others to deliver their full potential and achieve goals.</li> <li>• Demonstrates honesty and integrity.</li> </ul>	
<p><b>Additional Factors</b></p>	<ul style="list-style-type: none"> <li>• Willingness to undertake a variety of tasks in the classroom as directed by the subject teacher.</li> <li>• Ability to support the department with admin tasks.</li> <li>• Commitment to equal opportunities.</li> <li>• Flexible approach to working – the post may on occasion involve attending Academy events/open days.</li> <li>• Equality and Diversity – demonstrate fairness and respect in managing own behaviour and the behaviour of others.</li> </ul>	

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