



SEND Learning Support Assistant

Contract type: Fixed Term

Contract term: Full time - Term time only

Salary: Grade D (5-6) £19,243 - £19,548 pro rata; Actual Salary £25,583– £25,989

Starting date: Jan 2026

Underpinned by our '3 Guiding Principles' and '8 Conditions for Success', our vision is to empower future generations to follow their dreams and to build a society of which we can all be proud. To achieve our vision, it is imperative that we build an incredible team, who want to challenge themselves to think outside the box, be creative and work hard to achieve something special. Livingstone Academy not only provides an excellent education and high academic achievement, but goes the extra mile to best prepare our students for an ever-changing world.

We are seeking a dedicated SEND Learning Support Assistant to provide high-quality support for students with Special Educational Needs and Disabilities (SEND). This vital role focuses on ensuring the specific provisions and interventions detailed in a student's Education, Health and Care Plan (EHCP) are fulfilled to promote independence and positive engagement in learning. Understanding that the level and type of support will vary according to the individual pupil, this role requires using proven models and strategies of support tailored to produce the best outcomes.

Working under the direction and leadership of the Assistant Principal of Inclusion, SENDCo, Class Teacher and Leadership team, you will be required to manage cases and support the referral process for pupils requiring external or specialist support. You will maintain a sensitive and empathetic approach to challenging situations, while providing a positive and calm response to pupils in distress.

Throughout all duties, the post holder must act with integrity, maintaining confidentiality at all times, especially when maintaining comprehensive and accurate records of all interventions, and ensuring that relevant, detailed and accurate written records of referrals/concerns are kept and stored securely.

Livingstone Academy and Aspirations are committed to children's safety and safeguarding; DBS disclosure requirements will apply to this post. Aspirations Academies Trust and Livingstone Academy are committed to safeguarding and promoting the welfare of children and young people and require all staff and volunteers to share and demonstrate this commitment. The post holder will be expected to follow the safeguarding policy and procedures of the academy and ensure that others are supported and challenged to do so.

The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, and Enhanced DBS check and satisfactory references. If you fit the qualifications above and are looking for a forward-thinking, innovative institution that embodies visionary leadership and embraces diversity, then LAB is the place for you!



LIVINGSTONE ACADEMY
BOURNEMOUTH
AN ASPIRATIONS ACADEMY

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EMAIL: OFFICE@LIVINGSTONE-ASPIRATIONS.ORG

Please do not hesitate to contact us. We would love to meet you and show you around our amazing Academy site. Please contact our office by email office@livingstone-aspirations.org, if you have any questions about this role.

I look forward to hearing from you and reading your application

Kind regards,

Mrs Jennifer Warr
Acting Principal



SEND Learning Support Assistant

Main responsibilities:

To use initiative, creativity and judgement in applying appropriate interventions and provision when providing tailored individual and small group support for identified pupils. This role requires deep expertise in addressing SEND difficulties to promote independence and positive engagement in learning. Understanding that the level and type of support will vary according to the individual pupil and using proven models and strategies of support that are tailored to produce the best outcomes for the individual. Typically, providing study skills and personal support that will assist pupils to develop organisational skills and manage their time and workload effectively. This support will help them to develop as independent learners and maintain the necessary focus on academic progress despite the distractions imposed by their needs. Specialist Practitioners should not act as advocates or clinical counsellors.

Working under the direction and leadership of the Assistant Principal of Inclusion, SENCo, Class Teacher and Leadership team:

Support for Students with EHCPs

- Deliver tailored 1:1 or small group support as outlined in the legal requirements of students' EHCPs.
- Implement specific interventions (e.g., Speech & Language programs, sensory circuits, social stories, or occupational therapy activities) as directed by the SENCo or external professionals.
- Foster an inclusive learning environment by adapting and differentiating curriculum materials to meet the specific cognitive, communication, or physical needs of assigned students.
- Promote student independence and self-esteem while ensuring safety and wellbeing.

Monitoring, Assessment, and Reporting

- Maintain accurate and detailed records of student progress toward their specific EHCP outcomes and targets.
- Contribute significantly to the Annual Review process by providing written feedback and evidence of progress.
- Track the impact of specific interventions and adjust approaches in collaboration with the class teacher and SENCo.
- Assist in the implementation of Individual Education Plans (IEPs) or Behavior Support Plans.

Collaboration and Communication

- Work closely with the SENCo and Class Teachers to plan and evaluate the effectiveness of the provision.
- Liaise with external agencies (Educational Psychologists, Speech and Language Therapists, Occupational Therapists) to follow through on professional recommendations.
- Build strong, professional relationships with parents and carers to provide updates on student progress and support a consistent approach between home and school.

Classroom and School Support

- Support the teacher in managing classroom behavior, specifically focusing on students with SEND needs.



- Assist with the physical needs of students where required (e.g., mobility, sensory breaks, or medical support as trained).
- Participate in relevant training (e.g., Makaton, Autism Awareness, Step-On) to enhance the support provided to SEND students.

Other Duties:

- To continue professional and personal development as agreed at appraisal
- To engage actively in the performance review process
- To address the appraisal targets set by the line manager each Term
- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and pupils to follow this example
- To promote actively the Academy's corporate policies
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate
- To show a record of excellent attendance and punctuality
- To adhere to the Academy's Dress Code
- To continue personal development as agreed at appraisal
- To engage actively in the performance review process
- To address the appraisal targets set by the line manager each Autumn Term

General

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Conditions of Service

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by the AAT.

Special Conditions of Service

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview

As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate, the nature of such conviction/s.



Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the academy's Equal Opportunities Policies

This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve.

Policy and procedure

- Follow the safeguarding policy and procedures of the academy and ensure that others are supported and challenged to do so.

Qualifications & Experience

- Minimum Level 2 qualification in English and Maths (or equivalent).
- Previous experience working with children with SEND (e.g., Autism, ADHD, Dyslexia, SEMH).
- Level 3 Teaching Assistant qualification or specific SEND training (or a willingness to undertake training).
- Experience in delivering specific interventions and tracking data for EHCP targets.
- This post requires an Enhanced DBS check and compliance with the academy's safeguarding policies.

Knowledge and Skills

- A clear understanding of the SEND Code of Practice and the purpose of an EHCP.
- The ability to differentiate work across various subjects to meet diverse learning needs.
- Excellent communication skills with the ability to remain calm and resilient under pressure.
- Strong organisational skills for maintaining statutory documentation.

Personal Attributes

- An uncompromising belief that all students deserve an outstanding education regardless of their barriers to learning.
- Flexibility, patience, and a sense of humor.
- Ability to manage own time and workload as appropriate to the needs to the pupils
- Have high levels of integrity with regards the holding and sharing of information
- Robust in record keeping and confidentiality expectations.
- Resilient and an effective communicator.
- Commitment to the inclusive ethos of Livingstone Academy Bournemouth.