

Post title: Learning Support Manager (term time only)

Pay range: NJC Grade 5, 15-22

FTE - £27,803-£31,364. **Pro-rata -** £23,809-£26,859

Line manager: SENCO



Main purpose of the job

- Working under guidance: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning
- Support the aims and ethos of the school as defined in the staff handbook and school prospectus
- Set a good example in terms of conduct, professional appearance, punctuality and attendance
- Uphold the school's behaviour policy, uniform regulations, classroom codes and code of conduct in a consistent, firm and non-confrontational manner
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas, and consistently apply the school's agreed sanctions and rewards procedures
- Take responsibility for personal development making full use of the school's professional development opportunities and training
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- 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
- Any other reasonable duties which the headteacher might request, in regard to the nature of the responsibilities of the post as defined
- To proactively support and embed the school ethos: 'Share, Care, Believe, Achieve'

Duties and Responsibilities

Provision

- Ensure that pupils on the SEN register, including those with additional funding, are receiving appropriate support.
- Ensure that teachers have strategies to use for individual pupils via pupil passports
- Liaise with parents of SEN pupils
- Organise and manage the day to day running of the ARNA provision and learning support areas of the school, overseen by the SENCO
- Manage and oversee the implementation of support plans using the Plan, Do, Review cycle and to lead on parental engagement with regards to SEN students. This role will be a parent facing role with the Learning Support Manager as the main form of communication between school and parents
- To accurately measure the impact of provisions and review these in a timely manner with parents and external agencies

External Agencies

- Attend the Springboard meetings and make referrals to Educational Agencies
- Write and submit reports as requested for EHCP requests
- Support year leaders to write EHAFs and attend meetings of SEN pupils
- Work collaboratively with external agencies to support individual pupils

Support for Curriculum

- Implement agreed behaviour support plans and programmes, adjusting activities according to pupil responses and needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils
- Ensure that students who are being given support have an agreed plan to return to mainstream lessons and accessing the curriculum

Support for the Department

- Overview of Learning Support Assistant timetables
- Management of Learning Support Assistants including appraisals and targets
- Management of 'supply' Learning Support Assistants
- To deploy staff in accordance with student funding requirements and needs
- To provide weekly reports to the SENCO regarding ongoing provisions and the outcomes
- To ensure that all support provisions and reviews are clearly communicated to the SENCO

SEND Support

- To be the first port of call for all SEN related concerns through liaising with parents, staff and pupils
- To prepare escalation reports for the SENCO following interventions using the Plan, Do, Review cycle
- To meet with the SENCO to discuss escalating SEN students and the support they need
- To attend meetings with parents and external agencies
- To ensure the learning support unit is run effectively with staff having clear direction and understanding of their roles
- To meet with parents for regular reviews and for this information to be collated and distributed appropriately
- To manage the learning support room with the view to delivering interventions
- Attend family SENCO meetings
- Write and present AFN/HLN funding bids to the family SENCO, working in collaboration with the SENCO regarding further information and data

Support for Teachers

- Liaise with feeder schools and other relevant bodies to gather pupil information
- Support pupils' access to learning using appropriate strategies and resources
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems and records as requested
- Assist in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Clerical/admin support e.g. dealing with correspondence, compilation, analysis and reporting on attendance, exclusions, making phone calls
- Liaise with the Family SENCO and Family of Schools SENCOs to gather information on Year 6 pupils making transition to Chilwell School
- Work collaboratively with the SENCO to decide on appropriate transition arrangements for individual pupils, including Nurture Group pupils
- Share SEN information with Head of Year 7 and tutors
- Supervise pupils on visits, trips and out of school activities as required

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the postholder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

This post is subject to an enhanced DBS criminal record check and an online search.

Person Specification – Learning Support Manager

	Essential	Desirable
Qualifications and Training		
Good general education, with GCSEs or equivalent in English and maths	✓	
Suitable qualification related to supporting young people	✓	
Degree level (or equivalent) or appropriate extensive experience		✓
Willingness to undertake further training as necessary	✓	
First aid training		✓
Experience		
A wide range of mentoring skills	✓	
Leading a small team	✓	
High quality communication with pupils of all abilities	✓	
Working with and supporting the needs of young people with different levels of need and SEND	✓	
Working in a school environment	✓	
Use of ICT including Excel, Microsoft Office and Google Workspace		✓
Creating bids for funding grants	✓	
Experience of attending and chairing multi agency meetings	✓	
Skills and Knowledge		
Ability to establish relationships at all levels, dealing sensitively with people	✓	
Knowledge of a range of approaches to cater for different learning styles and barriers to learning and ensure that all students are engaged	✓	
Understanding of the range of complex needs that young people may have accessing education	✓	
Experience of identifying support needs and experience of signposting to external agencies	✓	
Co-operative and positive, with the ability to work hard under pressure while maintaining a professional attitude	✓	
Awareness of safeguarding issues statutory requirements relating to SEND	✓	
Adaptable, open to change, and willing to take on challenges with enthusiasm	✓	
Understanding the need for confidentiality and data protection	✓	
Excellent organisational skills and ability to use, maintain and develop systems	✓	
Ability to enlist outside expertise and resources to enhance effectiveness	✓	
Understanding barriers to attendance and planning to overcome these through the ARNA approach	✓	
Personal Qualities		
Highly motivated with high standards of professionalism and confidentiality	✓	
Caring and supportive nature	✓	
Willing to undertake additional duties as and when required to ensure the smooth running of the school	✓	
Equal Opportunities		
Understanding of different social backgrounds of pupils	✓	
Full commitment to community cohesion and inclusion	✓	

