

Job Title	Enhanced Resource Learning Support Assistant
Grade / Salary	Grade 5, Scale Point 7 - 11
Reporting to	Associate Assistant Headteacher (Resource Leader)
Job Purpose	
<ul style="list-style-type: none"> As a Learning Support Assistant at Carleton High School, you will work as part of the team supporting students with special educational needs and disabilities in our newly established Enhanced Mainstream Resource Provision. This is a dedicated provision within the school that provides extra support for students with an EHCP, placed by Wakefield SEND panel, who need help with Speech language and communication, while still being part of the wider school community. You will work under the guidance of the SENCO and the Resource Leader along with other senior staff to help students make progress both in the enhanced resource and in mainstream lessons. 	
Key Responsibilities and Accountabilities	
<u>Main Duties and Responsibilities</u>	
<ul style="list-style-type: none"> Support the daily running of the Enhanced Mainstream Resource Provision, making sure it is a safe, supportive, and welcoming space. Work with individual students or small groups, identifying suitable activities and interventions under the direction of the Resource Leader in line with the students' EHCP provision requirements. Adapt your support to meet the learning, emotional, and behavioral needs of students. Help students develop confidence, independence, and positive attitudes to learning. Prepare and organise resources for activities or interventions. Monitor and record student progress, sharing observations with the Resource Leader and wider staff as required. Assist the Resource Leader with the monitoring of student attendance, making phone calls and accompanying the Resource Leader on home visits where appropriate. Undertake daily administration tasks as required to support students and families in the resource. Support students with transitions between the resource and their mainstream classes. Encourage positive behavior and help students learn how to manage their emotions and Actions. Work closely with teachers, other support staff, and outside professionals where appropriate. Keep student records up to date using the school's systems. Give regular feedback to students to help them understand how they are progressing. Take part in review meetings (such as EHCP reviews or One Page Profile updates) by sharing insights and updates on students' progress. Maintain a calm, supportive and professional approach when working with students who may display challenging behavior or require extra care. 	
<u>General Expectations:</u>	
<ul style="list-style-type: none"> Follow all school and Trust policies, especially those related to SEND, safeguarding, and behavior. Always act professionally, with honesty, integrity and confidentiality. Be flexible and ready to adapt your support to suit changing student needs. 	

- Take part in relevant training and development to strengthen your skills.
- Work as a positive and proactive member of the school community.
- Promote equality and inclusion for all students
- Promote the school values to students in your daily practice.

Performance and Development:

- You will take part in the school's EDD process to reflect on your work and support your professional growth.
- You'll receive ongoing support and training as part of your role.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification

No.	Categories	Essential or Desirable	App Form	Interview or Task
Qualifications				
1.	5 or more GCSEs at Grade 4/Grade C or higher, including English and Maths (or equivalent grades/qualifications);	E	√	
2.	Experienced Teaching Assistant in leading interventions	E	√	
3.	Training in the relevant learning strategies to support students with Special Educational Needs.	E	√	
4.	A good understanding of child development and learning processes.	D	√	√
5.	Full working knowledge of relevant policies/codes of practice / legislation.	D	√	√
Experience				
6.	Experience of working in an educational environment or equivalent environment with young people.	E	√	√
7.	Experience of successfully working with identified students or groups of students with additional needs.	E	√	√
8.	Experience of monitoring and recording progress of learners using specialist support packages and programmes.	E	√	√
9.	Experience of working with and supporting students with communication and interaction needs / ASD.	E	√	√
10.	Experience of adapting lessons in order to support access to the curriculum.	E	√	√
11.	Experience of multi-agency working in order to deliver and agreed plan	D	√	√
Abilities, Skills and Knowledge				
12.	A good understanding of Safeguarding and Child Protection, and SEND	E	√	√

No.	Categories	Essential or Desirable	App Form	Interview or Task
13.	Assist with the pastoral care of students, ensuring that the school meets all students personal and social needs.	E	√	√
14.	Work with staff members and parents in order to remove practical social and emotional barriers to learning.	E	√	√
15.	Ensure that any concerns are appropriately recorded and reported, including those in relation to attendance academic performance, and student well-being.	E	√	√
16.	Ability to develop consultation methods	E	√	√
17.	Knowledge of the needs of SEN students in academic surroundings	E	√	√
18.	Ability to communicate effectively, negotiate and network through highly developed interpersonal written, verbal and presentation skills	E	√	√
19.	Work as an effective team member and apply given instructions	E	√	√
20.	Prioritise and direct the workload of self and others, balancing long and short-term priorities	E	√	√
21.	Set high standards and provide a role model for pupils and staff, setting expectations and acting in a professional manner.	E	√	√
22.	Be organised and demonstrate a willingness to take the initiative	E	√	√
23.	Seek support and advice when necessary	E	√	√
24.	Willingness to develop own understanding and capability through advice and training	E	√	√
25.	Attend relevant training and undertake appropriate CPD activities, ensuring that staff members are kept up to date with relevant strategies	E	√	√
Personal Qualities				
26.	Prioritise and manage own time effectively	E	√	√
27.	Commitment to inclusive education	E	√	√
28.	Commitment to learning	E	√	√
29.	An excellent record of attendance and punctuality	E	√	√
30.	Promote the Trust vision in the promotion of inclusion	E	√	√