**CITY OF ROCHESTER SCHOOL**

**JOB DESCRIPTION**

**LEARNING SUPPORT SPECIALIST**

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| Job Title | Learning Support Specialist | Team | Learning Support |
| Job Band | CoR 4 | Version/Date | September 2025 |
| Hours | Monday – Thursday 08:30 – 16.00  Friday 8.30 – 3.30  Term-time plus parents’ evenings, inset days, twilights & last 2 working days of August | | |

Individuals are required to support the following curriculum/key areas:

* Technology and the Arts
* PE & Activities
* Induction & Assessment
* Social and Life Skills
* Gifted and Talented

**Purpose:**

To deliver high-quality learning support to pupils to support the achievement of their IEP and EHCP targets. To take an interest in one of the specialist areas and support the curriculum and delivery of programmes as directed.

**Key Responsibilities:**

* To support pupils to achieve targets in their individual education plans (IEPs) and gather related evidence of learning and share with the multidisciplinary team within a specified timeframe
* To design and deliver sessions on a 1:1 that relate to pupil individual targets/and/or area of specialism and be accountable for outcomes in relation to these interventions
* To deliver sessions on a 1:1 as directed by the class teacher/therapists. Be accountable for outcomes in relation to these interventions
* As part of a City of Rochester School multidisciplinary team, ensure that pupils are supported to achieve their learning development goals. This will include following support plans and programmes designed by Teachers, and/or the integrated therapy team such as OTs and SaLTs
* To be responsible for safeguarding pupils and reporting any concerns as per organisational policy and procedure
* Ensure risk assessments are followed up in line with policy and procedures
* To ensure appropriate and accurate data is collected and recorded. To be responsible for regularly sharing data with line management to evaluate the effectiveness of learning
* To ensure that pupils’ folders are kept valid and all documents reviewed as per agreed timelines. This will include behaviour support plans, actions from pupil progress meetings, risk assessments, data collation and tracking etc
* Where directed, to produce and organise appropriate learning materials and resources
* To support the creation and maintenance of good working relations and communication both internally within City of Rochester School and with families and other relevant stakeholders
* To actively participate in the experiential/outdoor curriculum – including off site activities and physical education
* Where required and authorised to do so, drive vehicles to support the transportation of pupils

**Training:**

* Commitment to attendance at, and completion of, all training required by City of Rochester School
* To apply learning and skills gained through training to all areas of the role
* To become a specialist in the identified role undertaking training and development that specifically supports the function

**General:**

* To ensure safeguarding practices are undertaken to the highest standards
* To support the running of the service in accordance with the policies of the school
* To participate in team meetings and meetings across the school where required
* To carry out any other duties at the request of management as appropriate
* Responsible for ensuring effective communication (the right information, to the right people, at the right time)
* To be responsible for the health and safety of self and others using proactive and reactive strategies. This will include using positive handling techniques
* To promote equality of opportunity and a respect for diversity.

**Attendance:**

Attendance is a collective responsibility, just like Safeguarding and we all play a role in ensuring our students can overcome obstacles that might prevent them from attending school. While some of these responsibilities are outlined in your job descriptions, I want to remind you that they will become mandatory for all schools from this academic year. It is essential that all staff understand their obligations regarding pupil attendance.

* To promote equality of opportunity and a respect for diversity.
* **Champion good attendance** – set the expectation of 100 % attendance and do not accept persistent or unexplained absence as routine
* **Record reasons for absence accurately on CPOMS** when receiving calls from parents or carers and **inform the Attendance Officer and/or Attendance Champion –** not just by entering the information on CPOMS
* **Welcome pupils positively** each day, greeting them with a smile and ensuring they feel noticed and valued
* **Show professional curiosity** about absences and ask questions where needed, recognising that unexplained absence can indicate a safeguarding concern
* **Help create a safe, happy environment** that makes school a place where pupils want to attend and engage
* **Build positive, constructive relationships with parents and carers** to encourage regular attendance and open communication
* **Document relevant actions and discussions** in school attendance improvement plans to support targeted interventions
* **Ensure daily logs are completed –** noting both intent and impact when pupils are on an integration plan or a part-time timetable
* **Monitor attendance patterns** closely, spotting trends or concerns in individual pupils’ overall attendance and raising these promptly with the Attendance Officer or Attendance Champion.

For statutory guidance and best practice, see [Working Together to Improve School Attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) (DfE

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| P**ERSON SPECIFICATION** | **ESSENTIAL** |
| **EDUCATION LEVEL AND QUALIFICATIONS** |  |
| Good levels of competency in literacy & numeracy, preferably at GCSE Grade C or above, or an equivalent qualification or the willingness to undertake | E |
| Learning Support Qualification or a willingness to undertake | E |
| First Aid at work qualification or willingness to undertake | E |
| **SPECIFIC KNOWLEDGE, EXPERIENCE AND SKILLS** |  |
| Knowledge and demonstrable experience of working with pupils with autism/SEN | E |
| Experience of managing behaviours that challenge | E |
| Good appreciation of, and a basic knowledge of, health and safety, data protection principles and equal opportunities | E |
| Proven ability to solve problems quickly and remain calm in escalated situations | E |
| Basic level of IT literacy in using Microsoft software e.g.  Outlook, Word, Excel | E |
| Knowledge of the EHCP Process and the ability to contribute towards pupil review meetings | E |
| Knowledge of the process of target setting and individual learning plans and the ability to design and develop learning programmes to meet the needs of pupils | E |
| Excellent communication skills both written and verbal (in English) | E |
| **PERSONAL ATTRIBUTES** |  |
| Willingness to learn and commit to the principle of positive behaviour support | E |
| To take an interest in the area of specialism appointed to and be prepared to support the delivery and development of such programmes | E |
| Willing to lone work as and when required | E |
| Able to develop and maintain positive relationships with pupils and other relevant stakeholders | E |
| Able to work using own initiative and effectively as part of a team | E |
| Punctual and reliable | E |
| Ability to establish and develop supportive relationships with young people with special needs including ASD | E |
| Good appreciation of health and safety in the workplace, data protection principles and equal opportunities | E |
| City of Rochester School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment | E |
| Full, clean driving licence | D |
| To be physically fit, have a willingness to support and participate in community-based activities and school life. | E |

Key: E=Essential

D=Desirable

**I confirm that I have read and understood my job description**

**Signed: ……………………………………………………………..**

**Dated: ………………………….…………………………………..**