



Learning Support Assistant – Complex SEND Pathway (Woodland Class)

Job Description (KSB)

Overall Job Purpose

To work under the direct instruction of the Class Teacher and Inclusion Lead to support access to learning for pupils within our Woodland Class, an internal Hampton Primary School specialist provision pathway for children with complex SEND. The role includes providing tailored learning support, promoting emotional regulation and independence, and contributing to a safe, structured and nurturing learning environment.

Support for Pupils

- Assist in preparing and maintaining a safe, engaging and appropriately adapted learning environment
- Support pupils with a wide range of complex needs, including communication difficulties, sensory needs, physical needs and behaviours that challenge
- Promote positive behaviour and emotional regulation, following individual behaviour and support plans
- Safeguard pupils at all times, reporting concerns in line with school procedures to the school Designated Safeguarding Leads (DSLs)
- Attend to pupils' personal needs, including social, health, physical, hygiene and personal care, administering intimate care, medication and first aid where trained
- Support learning activities while encouraging independence and engagement
- Implement and support personalised learning plans, provision maps, behaviour plans and personal care programmes
- Follow programmes designed by other professionals (e.g. therapists, Specialist Teaching Service)
- Build positive, trusting relationships with pupils and act as a consistent role model
- Supervise pupils outside of lessons, including playtimes, lunchtimes and on educational visits
- Respond appropriately to incidents and emergencies in line with school policies
- Respect confidentiality related to pupils, families and the school
- Attend relevant training and multi-agency meetings when required

Support for Teachers

- Work under the direction of the Class Teacher/Inclusion Lead to support pupil access to learning
- Observe, record and report pupils' understanding, engagement and progress
- Liaise with the Class Teacher regarding pupil needs and progress

- Maintain detailed records of achievement and development
- Promote positive behaviour and respond promptly to incidents in line with school policy
- Prepare and adapt resources and equipment to meet individual needs
- Assist with record keeping and tracking pupil progress

Other Responsibilities

- Reflect on and develop your own practice through training and supervision
- Attend and contribute to staff, team and school meetings and INSET
- Use ICT appropriately within the role
- Undertake any other duties reasonably regarded as within the scope and grade of the post

Person Specification

| | Criteria |
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| Qualifications | <ul style="list-style-type: none"> • Level 2/3 Diploma or equivalent in supporting teaching and learning or SEND. • Has the skills and knowledge needed to support learning activities effectively within a specialist educational setting. • Willingness to undertake additional training relevant to complex SEND, including behaviour and relationship support, safeguarding and personal care. • Commitment to ongoing professional development within a specialist SEND provision classroom. |
| Experience | <ul style="list-style-type: none"> • Relevant experience of working with children with SEND, ideally within a specialist or complex needs provision. • Experience of supporting pupils with complex needs, including communication difficulties, sensory needs and/or behaviours that challenge. • Experience working as part of a multi-disciplinary team (e.g. alongside teachers, therapists or external professionals). |
| Skills and abilities | <ul style="list-style-type: none"> • Have necessary skills to manage and supervise pupils safely and be able to use a range of strategies to support behaviour and relationships, emotional regulation and engagement • Ability to use specialist equipment and resources and be able to demonstrate and support others in their use. • Be able to devise and implement structured learning activities, under the direction of the teacher, and be able to evaluate their effectiveness and measure pupils' progress, giving feedback as required. • Strong interpersonal skills with the ability to relate well to children and adults, understanding their needs and being able to respond accordingly. |

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| | <ul style="list-style-type: none"> • Ability to encourage positive pupil social interaction and skills of independence. • Ability to demonstrate calm, patience and understanding when supporting pupils who may display distressed or challenging behaviour. • Confidence supporting pupils with personal care, physical needs or medical needs in a dignified and professional manner (training provided). • Ability to follow structured plans consistently while adapting support flexibly to meet pupils' changing needs. • Strong observation and recording skills to accurately contribute to pupil monitoring and progress tracking. |
| Knowledge | <ul style="list-style-type: none"> • Sound understanding of relevant policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality. • Strong awareness of inclusive practice and the diverse needs of pupils with SEND. |