



Learning Support Worker

Job Description

Job Title	Learning Support Worker
Department	The Chase
Reporting to:	Curriculum Lead
Main Purpose of the role	
<p>Support high needs learners to develop confidence and independence to prepare them for adulthood. You will be committed to working with a person-centred approach to enable learners to fulfil their potential within a highly differentiated learning environment.</p> <p>To meet the provisions of identified learners with EHCPs in the following areas:</p> <ul style="list-style-type: none"> • Communication & Interaction • Cognition & Learning • Social, Emotional & Mental • Sensory/Physical • Self-care & Independence <p>This support should focus on helping those learners to achieve their EHCP and developmental outcomes.</p> <p>To support identified EHCP learners to achieve their aspirations, goals & qualifications.</p> <p>This support could be delivered in a variety of formats including 1:1, in-class and out-of-class.</p> <p>To work collaboratively with curriculum staff in-class to support learner progress and achievement.</p> <p>To complete administrative responsibilities required to provide support to the above learners; ensure a comprehensive and reliable record of this support is made; contribute to the statutory responsibilities of the college to the above learners.</p>	

Key Tasks / responsibilities:

Academic

- To support identified students in-class on an individual or group basis.
- To support and/or undertake delivery of interventions to identified learners based on sport and physical activity including swimming (public swimming facilities) to support academic learning
- To work collaboratively with curriculum staff in-class to support learner progress and achievement.
- To be familiar with the scheme of work and lesson plans to fully support the students to access the curriculum

Out-of-class

- To provide out-of-class academic support for learners on an individual or group basis when they are not directly supervised by curriculum staff.
- To support and/or undertake delivery of interventions to identified learners based on sport and physical activity including swimming (public swimming facilities)
- To supervise the students during unstructured times when they are not directly supervised by curriculum staff (e.g. breaks, lunch times, arrivals and departures).
- To assist the students with any personal care needs as appropriate.
- To adapt/modify some curriculum materials as necessary by working collaboratively with the curriculum staff.
- To support identified learners during offsite trips and work experience placements, if required.
- To undertake the delivery of interventions as devised by appropriate professionals. This could take the format of social stories, literacy and numeracy interventions or communication support among others.

Online

- To confidently support identified learners via online platforms, such as Teams.

Admin

- To manage correspondence directed to them, in order to respond or follow-up appropriately in a timely fashion.
- To independently manage digital inboxes – including emails, messages and notifications.
- To complete all necessary administrative duties, such as accurately recording student support, in a constructive manner.
- To communicate in a clear and timely manner with line manager regarding duties or student updates.
- To work effectively within the greater college structure by communicating with other departments. This includes making referrals to other depts for the benefit of identified learners.

Training & Professional Development

- Attend Learning support and whole team meetings, wider college briefings & training events either online or onsite.
- To engage effectively with continuous professional development in order to support learners effectively as their support needs and curriculum change.

Attendance & Punctuality

- To meet the obligations of the contracted working hours and patterns for the role.
- To arrive at timetabled sessions and events before the start of the lesson in order to liaise with curriculum staff on session plans.
- To follow college absence policies.

Conduct

- To work effectively with the Curriculum Lead, HLTAs, Therapy Team and Staff to define identified learner's support strategies, provisions & needs by following dept processes.



- To be flexible and complete any other reasonable duties required by line manager.
- To promote widening participation, inclusion, equality and diversity.
- To be a positive role model for all staff and students by conducting yourself in line with college expectations.

Manual Handling & Personal Care

- To complete manual handling required to facilitate access to education for identified learners.
- To provide personal care to any identified learners as per their sensory and/or physical provisions and/or requirements.

Safeguarding & Well-Being

- To ensure you follow the safeguarding policy as required.
- To make referrals to the well-being department as required.
- To report safeguarding concerns as per the safeguarding policy. This includes the use of MyConcern.

Role Dimensions

- The post usually falls into college term time, which is normally 38 weeks per year.
- Post holder's working hours and patterns will usually fall within the college week (Mon-Fri 08:30-16:30).
- Post holders may need to work on-site & off-site. This includes support identified learners with work experience, external trips and accessing the community.
- Post holders are expected to provide dedicated 1:1 and group support for identified learners.
- Supporting learners in both academic & practical sessions.

Key Interfaces

- Specialist Provision Manage
- Provision/Curriculum Leads
- EHCP Annual Review Coordinator
- Curriculum Staff, HLTA, Support staff
- Therapy team
- Education & Wellbeing Mentors
- Wider college teams

Supporting College Goals and Values – all roles

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College's goals and, at all times, both internally and externally, to behave in a manner consistent with the College's mission and values.

This means:

- Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.
- Promoting the image of the College as one that is committed to the highest standards of delivery and service.

- Sharing the College’s commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work.
- Sharing and prioritising the effective implementation of the College’s Equality and Diversity Policy.

Promoting and implementing best practice in Health and Safety,

Measurable Performance Standards for this role

- To support the success and progression rates for learners
- Completion of mandatory training.
- Effective and accurate record keeping of student support tracking.
- Effective engagement with learning support observations and successful completion of follow-up professional development.

Level of Disclosure and Barring (DBS) disclosure required

Enhanced with barred list checks

Author and Date

Deanna Wilkins 2025

Job Evaluation (for HR Completion)

Score		Profile		Level	
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As the needs of the College change, so the above job profile, duties and location of the role within the College may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

Learning Support Worker



Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
Math & English qualifications at GCSE grade 4 or above or L2 standard. If applicant does not have the above, they must commit to working towards these qualifications.	✓		Application form
Teaching assistant/ support role qualification		✓	Application form
Further qualifications related to special educational needs		✓	Application form
Experience and knowledge			
Experience of working with young people aged 16-25 with additional needs and EHCPs. This experience would preferably be within education, but other experiences related to health, social care or in the community is also relevant	✓		Application form/ interview
Experience with Office 365 and its applications		✓	Application form/ interview
Understanding and awareness of the needs of young people with SEND	✓		Application form/ interview
Skills and abilities			
Ability to Show initiative	✓		Application form/ interview
Ability to work as a member of a team	✓		Application form/ interview
Ability to adapt to different situations and individuals	✓		Application form/ interview
Ability to work in a fast paced environment and process information quickly.	✓		Application form/ interview
High level of communication & interaction skills.	✓		Application form/ interview
High Level of commitment to improving people's lives through learning	✓		Application form/ interview

High levels of personal integrity positivity and to be proactive in responding to the needs of the college students and other staff	✓		Application form/ interview
Values diversity with strong commitment to promoting equality and business excellence	✓		Application form/ interview
Interest in development and motivation for improved skills	✓		Application form/ interview
Criteria	Essential	Desirable	Assessed by
Essential College attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	✓		Application form/ interview
Influencing skills: The ability to persuade others.	✓		Application form/ interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships.	✓		Application form/ interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	✓		Application form/ interview
Circumstances of role (if applicable)			
Ability to obtain a satisfactory Disclosure Certificate	✓		Application form
Must be physically capable of providing support for learners within an educational environment.		✓	Application form/ interview
Must be cognitively capable of providing support for learners within an education environment.		✓	Application form/ interview