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| **Job Title:**  Learning Support Team Leader  **Reports to:** Learning Support Manager  **Base**: Roundhouse (with travel to other college sites when necessary) |
| **Hours:** 37 hours per week, 40 weeks a year  **Contract Type:** Support  **Salary:** £34,735 per annum pro rata (actual salary £30,740) |
| **Job Purpose**  The **Learning Support Team Leader** will manage a team of **Learning Support Trainers (LST’s), Higher Learning Support Assistants (HLSA’s) and** **Learning Support Assistants (LSAs)**, providing guidance and supervision to ensure high-quality support for students with Special Educational Needs and Disabilities (SEND). The role is key in the effective delivery of personalised support to students, ensuring that each learner is given the appropriate resources and strategies to access the curriculum, achieve their goals, and participate fully in college life.  The Learning Support Team Leader will manage all associated activities within the Learning Support Base Rooms – ensuring they are highly visible and accessible to staff and students. Alongside, working effectively with curriculum areas to work in collaboration to best support all students with (SEND). |
| **Key Responsibilities**  **1. Management of team**   * Manage and supervise a team of Learning Support Assistants/ Higher Level Learning Support Assistants and Trainers, ensuring they are deployed effectively across the college to support students with a range of learning needs. * Provide day-to-day guidance and support to LSAs/HLSA’s/ Trainers, helping them to understand students' specific needs and how best to support their learning. * Conduct regular team meetings with LSAs, HLSAs and Trainers to discuss strategies, share good practice, and resolve any issues or concerns. * Monitor and manage the performance of LSAs/HLSA’S/Trainers, providing regular feedback and support for their professional development.   **2. Deployment and Coordination of Support**   * Ensure that LSAs/ HLSA’s are allocated to the right students based on their individual learning needs, academic requirements, and EHCP (Education, Health, and Care Plan) goals. * Ensure Trainers are allocated appropriately and are conducting effective and impactful out of class support and recording interventions. * Work closely with the **Learning Support Manager** and the **EHCP Coordinators** to ensure that appropriate support is provided for students with SEND, in line with their EHCPs / Teaching Support Plans. * Collaborate with curriculum areas to ensure that learning support is effectively integrated into classroom activities, ensuring students are fully engaged with the curriculum.   **3. Quality Assurance and Best Practice**   * To drive quality through appraisals, check ins, walk throughs and deep dives. * To manage and follow college policies to ensure an effective and supportive business, such as absence management. * Observe and monitor the quality of classroom support, providing constructive feedback and modelling best practice. * Observe and monitor the quality of outside the classroom support, providing constructive feedback and modelling best practice. * Support LSAs/HLSA’s/Trainers in developing strategies to meet a range of needs, including those related to autism, ADHD, SEMH, sensory needs, and learning difficulties. * Ensure that all LSAs/HLSA’s/Trainers maintain accurate records of student progress and support interventions in line with college expectations.   **4. Training and Development**   * Organise and deliver regular training and development opportunities for team members, ensuring they are equipped with the knowledge, skills, and strategies to provide effective support. * Promote a culture of continuous learning, encouraging team members to participate in relevant professional development opportunities, including workshops, courses, and in-house training sessions. * Ensure that team members are familiar with the college’s SEND policies, safeguarding procedures, and other relevant guidelines.   **5. Monitoring and Evaluation**   * Monitor the progress of students receiving learning support, ensuring that interventions and strategies are having a positive impact on their learning outcomes. * Conduct regular reviews of student progress, working closely with the **Learning Support Manager** to identify areas where additional support may be required. * Maintain accurate records of student support and progress, ensuring that all relevant documentation is kept up-to-date and in line with college policies.   **6. Collaboration with Teachers and Support Services**   * Work collaboratively with teachers and other support staff to ensure that learning support is aligned with classroom teaching and curriculum delivery. * Work alongside the Safeguarding Lead, Pastoral Support, and other support services to ensure a holistic approach to student well-being and academic success. * To attend curriculum meetings to discuss and monitor the progress of students receiving learning support, ensuring collaborative working. |
| **Person Specification** |
| **Competencies**  **Essential**   * Excellent communication skills, the ability to convey information to team members clearly and effectively and the ability to drive change, performance and motivate the team. * Ability to deliver and deploy resource effectively by utilising and delegating team resources efficiently. * Ability to manage in challenging and demanding environments. * Ability to assess, analyse, and report key data using this to inform improvement in practice and delivery. * To advocate for SEND and the Learning Support team.   **Desirables**   * Highly organised and an effective problem solver to meet business needs. * To lead on all aims, values and missions for the team. * To lead with adaptability and flexibility in navigating through change and transition. |
| **Knowledge & Experience**  **Essential**   * Experience of people management within an education setting, and the application of the relevant policies and procedures. * Proven experience of working with students in a support capacity within SEND, as well as completing support plans, including more complex needs. * Competent understanding of the EHCP process and how to implement support in and outside of the classrooms. * Proven record of developing positive and meaningful relationships with internal and external stakeholders.   **Desirable**   * A quality and in depth understanding SEND Legislation and relevant statutory guidelines i.e. SEND Code of Practice. |
| **Qualifications**  **Essential**   * Management, Leadership or Coaching qualification. * English and Maths L2/GCSE 4. * Experience and competency in using software for reporting and analysing data, utilising data to make informed decisions.   **Desirable**   * SEND specific/ leadership qualification (or willing to work towards). * Mental Health First Aider (or willing to work towards). |