

Group Member:		Leeds City College	
Job Title:		SEND Support Worker	
Reports to:		High Needs Team Leader	
Job Grade	LEG A	Department	Future Pathways

ROLE SUMMARY:

To work closely with course teams, Programme Managers, and SEND leads to deliver high-quality, targeted academic and behavioural support to students. This role involves assisting individual students or groups who face learning, cognition, emotional, or behavioural difficulties, ensuring they can safely access the curriculum and meet the objectives outlined in their Education, Health and Care Plans (EHCPs).

SPECIFIC ROLE RESPONSIBILITIES:

1. Provide tailored academic support to meet the identified needs of individual students or groups experiencing learning and cognition difficulties.
2. Collaborate with curriculum staff, High Needs (HN) Intervention Coach, and HN Team Leads to deliver targeted learning interventions, strategies, and practices aligned with EHCP targets.
3. Participate in the planning, preparation, and assessment of learning as part of the curriculum team. Contribute to ongoing student assessments as directed by the teacher/HN Team Lead.
4. Support students in workshops, work placement settings, or accompany small groups on short local excursions under the direction of the teacher.
5. Assist in the preparation, support, and execution of examinations and invigilation across the Group.

CORE RESPONSIBILITIES:

1. Provide teachers with verbal or written updates on student progress. Contribute to student target-setting, progress reviews, and progression route guidance.
2. Assist with collecting, updating, and maintaining accurate, timely logs and documentation for student records.

3. Maintain a close overview of student attendance and follow up on any absences immediately.
4. Deliver personal and physical care to students as required, including following specific student medical plans and supporting wheelchair users.
5. Assist with students' transport arrangements and provide physical support to ensure campus accessibility.
6. Support students who may exhibit challenging behaviour or emotional difficulties using positive intervention strategies.
7. Attend team, staff, and student case study meetings, and actively participate in professional development and staff review schemes.
8. Participate in occasional evening/weekend work as required by specific departmental needs.
9. Comply with all college and group legislative, regulatory, and safeguarding policies evacuation plans for students.

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote relational practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the group's values:

Kindness

Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them

Ownership

Using our robust business planning model to allow areas to have clear ownership over their vision and performance

Enjoyment

Fostering environments that enable staff and students to be brave, interact and have fun

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Passion

Creative

Encouraging all to have aspiration and passion in everything they do.

Always hungry to learn and looking ahead so we can be responsive

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The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. English & Maths qualification at L2 with a commitment to achieving within 2 years of appointment if not already achieved.	A / I
E	Q2. L2 Support Practitioners Qualification, or appropriate training/willingness to train to support disengaged/disadvantaged students with emotional/behavioral problems.	A / I
E	Q3. L3 Support Practitioners Qualification (or equivalent) or commitment to enroll within 1 year.	A / I
D	Q4. Valid First Aid Certificate	A / I
D	Q5. Youth Work qualification	A / I

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience of working within a team in an educational setting.	A / I
E	EK2. Experience of working with students requiring academic learning support.	A / I
E	EK3. Experience of working with schools, parents, and external support agencies.	A / I
D	EK4. Experience working with disengaged/disadvantaged young people in an educational environment.	A / I
D	EK5. Willingness to train in care and control techniques.	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Clear oral and written communication skills; excellent interpersonal skills to communicate across all levels	A / I
E	SC2. Proficient in the use of standard IT packages (such as Microsoft Office or Google Workspace) and digital learning platforms.	A / I
E	SC3. Strong awareness of disability, equality, and diversity issues.	A / I
E	SC4. Able to assist with personal care provision, including the requirements of wheelchair users.	A / I
E	SC5. Able to manage challenging behaviour effectively.	A / I

E	SC6. Able to prioritize tasks and work on own initiative.	A / I
E	SC7. Able to work positively and effectively as a member of a team, adapting to and embracing change.	A / I
E	SC8. Ability to establish rapid rapport while maintaining strict professional boundaries.	A / I
E	SC9. Understanding of the Disability Discrimination Act.	A / I
E	SC10. Ability to show empathy and understanding for the specific needs of the student age group.	A / I

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I