

<b>Organisation:</b>	Luminate Education Group
<b>Primary Organisation Supported</b> <i>(only use this field for LEG service member of staff)</i>	Leeds City College
<b>Core Job Role:</b>	SEND Support Worker
<b>Job Title:</b>	SEND Support Worker
<b>Reports to:</b>	To Be Confirmed
<b>Grade</b>	A
<b>Date of compilation:</b>	June 2025

### ROLE SUMMARY:

Leeds City College is the main education provider for post-16 students within the Leeds City region. This role requires an experienced SEND professional to lead on the delivery of tailored support and interventions for our students with Educational Health and Care Plans (EHCP).

We are looking for a dedicated SEND Support Worker to work closely with our staff across our main campus buildings to support individuals and groups of students who hold EHCPs. You will be committed to making a positive difference to young people's lives and in supporting and developing their learning.

### SPECIFIC ROLE RESPONSIBILITIES:

- Work closely with our staff to support individual students or groups of students who hold EHCPs.
- Support teaching staff where an individual student with an EHCP requires targeted support and intervention within the learning environment.
- Collaborate with curriculum, pastoral and High Needs teams to develop learning strategies and practices for students including, individual and group student support strategies.
- Collaborate with Pastoral and High Needs staff to communicate with schools, parents and appropriate external agencies e.g. Education Welfare Service, Social Services, Social Inclusion Unit.
- Assist with the collection and maintenance of documentation for student records, particularly evidence towards annual reviews of the students' EHCPs.
- Contribute to individual student target-setting and annual review reports for EHCPs, and contribute to ongoing advice and guidance concerning progression routes.

## **CORE RESPONSIBILITIES:**

- In conjunction with the SEND Team Leaders and SEND Managers, identify students who require support to meet the outcomes of their EHCP; plan, deliver and evaluate interventions to facilitate this.
- In conjunction with our Specialist Learning Support Assistants and Assistive Technology Specialist, provide training and guidance to EHCP students to access a range of supportive resources (e.g. Read&Write software, a literacy support tool used across the college as part of Exam Access Arrangements).
- Attend team and staff meetings as well as other relevant meetings relating to the support and wellbeing of learners with EHCPs in their caseload.
- Co-operate in any staff development activities required to effectively carry out the duties of the post and to participate in College staff review and development schemes.
- Compliance with all College policies and procedures.
- Comply with all legislative and regulatory requirements.
- To promote a positive image of the College.
- Any other duties commensurate with the level of the post, which may be required from time to time.

## **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 restorative 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 our Organisational Culture:

### **Few rules & clear boundaries**

The ability to be creative, within areas of focus.

### **Energy & enjoyment**

Fostering an environment that enables our people and learners to be brave, interact and have fun.

### **Passion & ambition**

Encouraging all to think aspirationally, inspiring others to do the same.

### **Ownership & performance**

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

### **Creative & reflective**

Always hungry to learn and looking ahead to see what is on the horizon.

### **Collaborative & responsive**

Proactively seeking opportunities to create synergies and positive outcomes for all.

<b>Job Title:</b>	SEND Support Worker
<b>Department</b>	Central SEND

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. Good general education at NVQ level 2 or equivalent including literacy and numeracy.	A/I
E	Q2. Appropriate training and/or a willingness to undertake training in supporting the needs of learners with an EHCP.	A/I
D	Q3. First Aid Certificate or willingness to work towards.	A/I
Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience of working with learners with an EHCP in an educational setting.	A/I
E	EK2. Experience of working within a team who support students who have EHCPs.	A/I

E	EK3. Experience of dealing with a range of SEND needs, and understanding of support strategies.	A/I
D	EK4. Experience of working with schools, parents and external support agencies.	A/I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Clear oral and written and IT communication skills with the ability to communicate with staff at all levels.	A/I
E	SC2. Able to prioritise tasks.	A/I
E	SC3. Excellent communication skills & interpersonal skills.	A/I
E	SC4. Able to proactively identify support needs and plan effective, targeted interventions before issues emerge.	A/I
E	SC5. Good time management skills and the ability to prioritise work effectively.	A/I
E	SC6. Ability to show empathy for and have an understanding of the needs of learners with an EHCP.	A/I
E	SC7. Able to work positively & effectively as a member of a team and flexibly across a range of campuses.	A/I
E	SC8. Able to establish rapport and to maintain professional boundaries.	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