

## ROLE PROFILE

<b>Job Title:</b>	Learning Support Coordinator
<b>Responsible to:</b>	SEND Coordinator
<b>Responsible for:</b>	N/A
<b>Salary:</b>	£27,393 Pro Rata Scale 5, Point 25
<b>Hours per week:</b>	37
<b>Weeks per year:</b>	40 worked weeks a year, this is based on 36 weeks during term time; 2 'Admin' weeks and a further 10 working days to be agreed throughout the academic year
<b>Conditions of Service:</b>	Callywith College Trust
<b>Academic or Support:</b>	Support

<b>Key Purpose of the Role:</b>	The Learning Support Coordinator plays a key role in ensuring students with SEND can succeed, thrive, and participate fully in life at Callywith College. Working closely with the SENDCo and Assistant SENDCo, the postholder ensures high-quality, person-centred provision through the coordination of Learning Support Assistants, accurate assessment of student needs, targeted student support, and the delivery of structured interventions
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### Diagnostic Assessment & Student Profiling:

Conduct an agreed range of diagnostic and screening assessments to support accurate identification of learning needs.

Analyse outcomes to inform SEND profiles, support plans, reasonable adjustments and classroom strategies.

Contribute to gathering initial evidence for exam access arrangements under direction of the SENDCo (JCQ compliant).



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Maintain up-to-date, clear and professional records within the SEND Register and associated systems.

Provide constructive feedback to students, staff and families (where appropriate) in a supportive and accessible manner.

## **Coordination of Learning Support Assistants:**

Oversee daily operational deployment of Learning Support Assistants, ensuring student needs are met effectively.

Act as the primary point of contact for LSAs during the college day, escalating concerns when required.

Support staff induction, role clarity, and ongoing development through modelling effective practice and encouraging reflective discussion (not formal line management).

Assist with creation and adjustment of rotas and student allocations.

Contribute to quality assurance processes including reviewing LSA logs, observing practice, and supporting consistency in record-keeping and support strategies.

## **Direct Student Support:**

Carry out weekly 1:1 check-ins with allocated students to monitor wellbeing, engagement, attendance and academic progress.

Deliver targeted interventions (short-term or ongoing) focusing on areas such as:

- organisation and study skills
- emotional regulation
- social communication
- building independence

Record all support activity promptly and accurately, ensuring information is shared appropriately with the SEND team and teaching staff.

Work collaboratively with lecturers to support implementation, review and adaptation of classroom strategies.



## **Social Development & Group Activities:**

Plan and lead small-group activities designed to support confidence-building, communication, peer interaction and social-emotional development.

Coordinate structured social spaces (e.g., lunchtime groups) for vulnerable learners who may benefit from predictable, supported environments.

Use trauma-informed and restorative approaches when supporting students experiencing SEMH, behavioural or social challenges.

## **Communication & Collaboration:**

Maintain effective professional communication with teachers, support staff, pastoral teams, parents/carers, and external agencies.

Share relevant information in a timely manner to support joined-up practice around individual students.

Assist the SENDCo/Assistant SENDCo with preparation of documentation for meetings, reviews, or statutory processes as required.

Develop strong working relationships with Curriculum Area Leads to promote inclusive classroom practice.

As a member of staff at Callywith College, the post-holder is expected to contribute to the overall aims and values of the college by actively engaging in the following areas:

### **Probationary Period**

Your first nine months (academic or management roles) or six months (support staff) of employment will be a probationary period. During this time, your suitability for the role will be reviewed and assessed.

### **Performance and Development**

Take part in the college's performance appraisal and review process. Engage in ongoing professional development activities to support continuous improvement and growth.

### **Equality, Diversity and Inclusion**

Promote and support equality, diversity and inclusion in accordance with college policies and values.

### **Student Experience**

Contribute to providing a high-quality environment that supports student learning, wellbeing, and personal development. Support the delivery of effective Student Welfare and Support Services.

### **Organisational Development**

Contribute to the development of a flexible, responsive, and forward-thinking college. Support college marketing and promotional initiatives as appropriate.

### **Health, Safety and Use of Resources**

Use college equipment, premises, and property safely and responsibly. Adhere to all health and safety policies and procedures. Carry out Fire Marshall or First Aid duties as required (training will be provided if needed).

### **Wider College Contribution**

Participate in and contribute to general college-wide developments and initiatives. Be open and adaptable to changes in role and responsibilities as the college evolves.

### **Safeguarding**

The college is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



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## PERSON PROFILE

### LEARNING SUPPORT COORDINATOR

Ideally, the person appointed will have the following skills and experience:

#### Essential

- Experience working with young people with SEND in an educational or youth setting.
- Understanding of common learning needs, evidence-based interventions and inclusive strategies.
- Ability to coach, guide and support staff to deliver high-quality practice.
- Excellent communication and interpersonal skills, including the ability to adapt communication to suit diverse needs.
- Strong organisational skills with excellent attention to detail.
- A calm, patient, resilient and compassionate approach to supporting young people.

#### Desirable

- Relevant qualifications (e.g., HLTA status, Level 3+ SEND qualification, specialist SEND training).
- Experience with diagnostic or screening assessments.
- Training or experience in trauma-informed practice, de-escalation or mental-health-aware approaches.
- Experience delivering small-group interventions or structured social groups.
- Knowledge of FE settings, EHCP processes and statutory SEND requirements.

#### Additional Expectations

- Engage in continuous professional development to maintain and enhance SEND practice.
- Contribute positively to team meetings, reflective practice sessions and wider college initiatives.
- Support college events and activities where appropriate to strengthen student experience and inclusion.

The college is registered with the Disclosure and Barring Service and the successful applicant will be required to apply for a Disclosure at the enhanced level. If you apply for a job with vulnerable people when you know you are on a barred list, you could be fined or face a prison sentence.

Callywith College is committed to ensuring a culture of valuing diversity and ensuring equality of opportunities.



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# CALLYWITH VALUES

CHOSEN BY STAFF  
AND STUDENTS, OUR  
VALUES REPRESENT  
THE VISION, MISSION  
AND CULTURE OF  
CALLYWITH COLLEGE.



## SUCCESS

"We are what we repeatedly do.  
Excellence, then, is not an act,  
but a habit".  
**Aristotle**



## RESPECT

"Relationships are based on four  
principles: respect, understanding,  
acceptance and appreciation".  
**Mahatma Gandhi**



## RESILIENCE

"A champion is defined not by their  
wins, but by how they can  
recover when they fall".  
**Serena Williams**



## COMPASSION

"Be kind in your actions".  
**Mother Teresa**



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