



Learning Support Practitioner JD and PS

Job Description

Job Title: Learning Support Practitioner

Location: Croydon, UK

Salary: Dependent on experience

Hours: Full-time / Term-time only (Monday to Friday)

Reports to: Head of Centre

Overall Purpose of the Role

The Learning Support Practitioner plays a vital role in helping students with special educational needs and disabilities (SEND) to feel safe, valued, and able to access learning. You will support students throughout the day—both in and outside of the classroom—building trusting relationships, encouraging participation, and modelling positive behaviour. Working closely with teachers, therapists, and other staff, you will help implement personalised strategies to improve student engagement, emotional wellbeing, and academic progress.

Key Responsibilities

1. Supporting Learning

- Provide one-to-one and small group support during lessons, helping students understand and complete work set by the teacher.
- Develop, set-up and lead project-based learning activities to run on a daily basis, with groups of learners.
- Modify or break down tasks to suit individual learning styles and abilities.
- Use visuals, prompts, or physical aids to support communication and understanding.
- Encourage students to stay on task, take pride in their work, and celebrate their achievements.
- Monitor and record progress in engagement, effort, and skill development.

2. Emotional and Behavioural Support

- Build consistent, safe relationships with pupils who may display emotionally based school avoidance, anxiety, or challenging behaviour.
- Use trauma-informed approaches to support students with low self-esteem, social communication difficulties, or attachment needs.
- Provide support during challenging moments, using de-escalation techniques and calm, predictable responses.

- Support the regulation of behaviour by helping students identify emotions, develop coping strategies, and re-engage in learning after disruption.
- Provide safe spaces for breaks or calming routines, and reintegrate students into learning activities.

3. Working with Staff and Families

- Communicate regularly with class teachers, therapists, and senior staff about student behaviour, wellbeing, and learning.
- Attend planning and review meetings to contribute insights on student progress and needs.
- Follow and help implement behaviour support plans, risk assessments, and communication strategies.
- Work in partnership with families by providing feedback during drop-off, pick-up, or parent review meetings.
- Maintain confidentiality and professionalism at all times when discussing students and families.

4. Safeguarding and Wellbeing

- Be alert to signs of safeguarding concerns and report all concerns immediately in line with school policy.
- Supervise students at key times of risk, such as breaktimes, lunchtimes, transitions, or off-site activities.
- Maintain up-to-date safeguarding knowledge through regular training.
- Support students in personal care routines if required (e.g. hygiene, clothing, food).
- Encourage healthy choices around food, relationships, boundaries, and emotional safety.

5. Wider Duties

- Support student engagement in wider school activities such as enrichment, sports, community visits, or therapy sessions.
- Help maintain tidy, calm, and stimulating learning environments, including organising resources.
- Keep basic records such as behaviour logs, incident reports, and communication books as directed.
- Participate in regular training, coaching, and team development sessions.
- Contribute positively to the school culture, upholding our values of consistency, care, and accountability.

Person Specification

Experience and Qualifications

Essential:

- Experience working with children or young people with SEND, SEMH, or learning differences (in education, youth work, care, or community settings).
- Strong interpersonal and communication skills with both adults and children.
- Confidence working with children who display distressed behaviour or need help with emotional regulation.
- Ability to remain calm and compassionate during challenging situations.
- Basic literacy, numeracy, and IT skills.
- Commitment to safeguarding and promoting the welfare of vulnerable children.

Desirable:

- Prior experience working in a special school, alternative provision, PRU, or therapeutic setting.
 - Relevant qualifications such as NVQ Level 2 or 3 in Supporting Teaching and Learning, Childcare, or Health and Social Care.
 - Knowledge or experience of autism, ADHD, trauma-informed practice, anxiety-related behaviour, or sensory processing needs.
 - Trained in Team Teach, MAPA, or similar positive behaviour management approaches.
 - Paediatric First Aid or Mental Health First Aid qualification.
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Skills and Personal Attributes

- Patient, calm, and consistent in your approach to working with young people.
- Emotionally resilient with the ability to maintain boundaries and remain professional under pressure.
- Reflective, open to feedback, and committed to continuous personal and professional development.
- A team player who works collaboratively and contributes positively to school culture.
- Able to build rapport and form safe, respectful relationships with students and colleagues.
- Flexible and solution-focused in responding to the day-to-day needs of the role.
- Committed to equity, inclusion, and the belief that all children deserve a second chance and a high-quality education.