



Job Title: Learning Support Educator

A Learning Support Educator (LSE) is expected to perform duties that support pupils' access to learning, assessment and participation in school life. This includes supporting pupils with identified additional educational needs, while contributing to an inclusive learning environment for all pupils.

The LSE will work collaboratively with teachers, the SENDCo and other relevant members of the school staff and external professionals, as appropriate, to support pupils' educational, social, emotional and personal development.

General Duties and Responsibilities

A Learning Support Educator is expected to:

1. assist the teaching and learning process led by the Teacher, promoting the independence, participation and fulfilment of all learners, with particular attention to pupils with identified additional educational needs;
2. collaborate closely with and be guided by the Teacher, SENDCo and other professionals who may be supporting the pupil, both within and beyond the classroom;
3. contribute to the professional learning community of the school, including participation in relevant professional development, collaborative practices and school development and improvement initiatives;
4. work collaboratively with colleagues and communicate relevant information appropriately to ensure consistency and continuity in the support provided to pupils;
5. promote at all times the aims, ethos, values and policies of Haileybury Malta and actively contribute as a member of the wider school staff team;
6. work flexibly according to the needs of the pupils they support and the operational requirements of the school, within the scope of their role and agreed working arrangements.

Learning Support

The Learning Support Educator is expected to:

1. Support and collaborate with the class/subject teacher and other colleagues. Under the guidance of the Teacher, assist in the education of pupils in the class, particularly pupils with special educational needs, so that their individual curricular entitlement is supported and their learning needs are appropriately catered for;

2. Work with the class/subject teacher and under the guidance of the SENDCo to develop, implement and review Individual Support Plans (ISPs), including adapting lesson plans, resources and approaches where appropriate;
3. Attend ISP, pupil support and other relevant meetings relating to the pupils they support, as required, and contribute relevant observations and information to support effective planning and provision;
4. Contribute to the regular review of ISPs, including recording and reporting relevant observations and progress regarding the implementation of agreed strategies and support;
5. Support the class/subject teacher and SENDCo in preparing and reviewing ISP documentation and other relevant pupil-support documentation;
6. Assist in the preparation, adaptation, organisation and use of educational materials and resources, ensuring that these are appropriately maintained and available when required;
7. Play an active role in the instructional and educational process under the direction of the class/subject teacher and SENDCo, while promoting pupils' independence rather than unnecessary dependence on adult support;
8. In collaboration with the class/subject teacher and SENDCo, participate in the observation, assessment and documentation of pupils' learning, progress, behaviour and engagement;
9. Provide relevant observations and information to teachers, the SENDCo and other appropriate members of staff to support the monitoring of pupil progress and the effectiveness of interventions and strategies;
10. Participate in relevant transition arrangements to support pupils as they move between year groups, educational stages or settings, ensuring that appropriate information is communicated to relevant colleagues;
11. Promote an inclusive community of learners in collaboration with the SENDCo, teachers, specialists, parents, pupils and other relevant stakeholders, ensuring that all pupils are valued, respected and supported;
12. Collaborate, where appropriate, with external professionals and agencies involved in supporting pupils, in accordance with school procedures and under the guidance of the SENDCo;
13. Support pupils during activities held outside the school premises, including educational visits, trips, community experiences and other activities organised by the school, where appropriate to their role;
14. Contribute to the preparation, dissemination and appropriate use of teaching and learning resources and support materials, ensuring their upkeep within the classroom and school;
15. Maintain appropriate records relating to the support provided to pupils, in accordance with school procedures and under the guidance of the SENDCo.

School Supervision and Wider Duties

As members of the school staff team, Learning Support Educators may be required to undertake supervision and other duties that contribute to the safety, wellbeing, inclusion and effective participation of pupils throughout the school day.

Such duties may include:

1. supervising pupils during designated break and lunch periods, including supporting pupils who require additional assistance during these times;
2. providing appropriate support and supervision during transitions between lessons, activities and other parts of the school day;
3. supervising and/or supporting pupils during Extra-Curricular Activities (ECAs), clubs and other activities organised by the school, as part of their allocated duties;
4. supporting pupils during assemblies, school events, and other activities organised by the school, where appropriate to their role;
5. working collaboratively with teachers and other members of staff to ensure that pupils' individual needs are appropriately supported beyond the classroom;
6. undertaking other reasonable supervision and pupil-support duties as may be required by the school in accordance with the needs of pupils and the operational requirements of the school.

Where any such duty falls outside the LSE's contracted or agreed working hours, the applicable arrangements for additional hours and remuneration will apply.

Personal Support

Where required by a pupil's individual needs, risk assessment or support plan, the Learning Support Educator may be required to provide appropriate assistance with personal care, hygiene, mobility and other physical needs.

This may include:

1. supporting pupils with toileting, personal hygiene, dressing and other personal-care needs, where this forms part of the pupil's agreed provision;
2. supporting pupils with mobility, posture, seating and physical access needs in accordance with the pupil's individual requirements, relevant risk assessments, appropriate training and applicable health and safety requirements;
3. assisting pupils during physical education, games, excursions, therapy sessions and other activities where additional support is required to ensure their safety, access and participation;
4. supporting pupils with feeding or other personal needs during break, lunch or other appropriate times, where this forms part of their agreed provision;
5. following all relevant school procedures, risk assessments, safeguarding requirements and health and safety guidance when providing personal or physical support.

Any physical handling, lifting or mobility support must only be undertaken where the LSE has received the appropriate training and in accordance with the relevant risk assessment and applicable health and safety requirements.

Transport Related Duties

Where required and appropriate to the role, a Learning Support Educator may be required to carry out transport-related duties in relation to pupils with additional educational needs.

Such duties may include:

1. assisting pupils with boarding and disembarking from school transport;
2. supporting pupils who require assistance with mobility equipment or appropriate restraints, in accordance with relevant safety procedures and training;
3. carrying out transport supervision duties to and from school where required;
4. supporting pupils with agreed medical or health-related needs during transport, where appropriate and in accordance with the pupil's individual support plan, relevant school procedures and the LSE's training;
5. supporting pupils' positive behaviour, social interaction and emotional regulation during transport, in accordance with their individual support needs, school expectations and agreed strategies.

Any duties involving medication or specific medical procedures will only be undertaken where appropriate training has been provided and in accordance with the school's relevant procedures and the pupil's individual support arrangements.

Where transport supervision duties are carried out outside the LSE's contracted or agreed working hours, the applicable arrangements for additional hours and remuneration will apply.

Personal Development and Training

1. Learning Support Educators are expected to participate in induction, professional development, training and other learning opportunities relevant to their role and responsibilities;
2. LSEs are expected to develop their knowledge and skills in relation to inclusive education, safeguarding, pupil wellbeing, learning support and other areas relevant to the pupils they support;
3. LSEs are expected to contribute, where appropriate to their role, to the implementation of the school's development and improvement priorities;
4. LSEs are expected to engage in reflective practice and to work collaboratively with colleagues to develop effective approaches to supporting pupils.

Additional Duties

1. Undertaking other reasonable duties that are consistent with the role of a Learning Support Educator and that support the educational, wellbeing, inclusion and operational needs of the school;
2. undertaking other tasks that may reasonably be delegated by the SENDCo, Deputy Head or other appropriate member of the Senior Management Team, according to the requirements of the role and the needs of the school;
3. contributing, where appropriate, to wider school activities and initiatives that support the school's aims, ethos, policies and strategic priorities;
4. working collaboratively with colleagues and responding appropriately to reasonable changes in pupil needs or school requirements.

The allocation of duties will take into consideration the LSE's role, agreed working arrangements, pupil needs and the operational requirements of the school.

Haileybury Malta is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and behave accordingly. This role will involve daily contact with pupils. Pre-employment checks are made in line with those required in both the UK and Malta, and a Social Media check is made on all shortlisted applicants.

This job description sets out the current duties of the post that may vary from time to without changing the general character of the post or the level of responsibility entailed.

Haileybury Malta is an Equal Opportunities employer.

Please send your [completed application form](#) and a covering letter to head@haileyburymalta.com