



Role: Learning Support Practitioner (LSP)	Salary: Pro rata of £24,785 FTE
Place of work: Multi-campus role in Bristol, with a primary location	Responsible To: Deputy Head of College / SENCO
Contract: 1 year Fixed Term Contract, term-time only plus one week	DBS Requirement: Enhanced DBS check required

WHO WE ARE

Boomsatsuma is a proudly independent educator delivering bespoke, industry-connected education for 16-year-olds and up in Bristol and the South West, always with compassion, care and a real focus on the individual.

We deliver education that trains the next generation of creatives in art and design, television and filmmaking, photography, game design, digital media and sports media. Our courses are built to flex and evolve with the industries we're part of – so students build the knowledge and confidence to take their next step.

The Learning Support Practitioner plays a vital role in enabling learners with Education, Health and Care Plans (EHCPs) and learners with high needs to access, participate in, and achieve within a creative post-16 environment.

Working collaboratively with teaching staff, specialist teams, and external agencies, the LSP provides in-class and targeted support that promotes independence, builds confidence, and celebrates the creative potential of every learner. This role requires a commitment to inclusive education, an understanding of SEND frameworks in the post-16 context, and a genuine passion for the creative arts as a vehicle for learning and personal development.

HOW TO APPLY

To apply, send a CV and cover letter to jobs@boomsatsuma.com. Please note that applications that do not include a cover letter will not be considered. Shortlisted candidates will be contacted to complete an application form prior to interview.

We value the benefits of having a diverse team, and our recruitment style ensures everyone is treated fairly, and we welcome applications from across all communities.

JOB DESCRIPTION

The Learning Support Practitioner will work alongside specialist creative lecturers to deliver inclusive, differentiated support for learners with EHCPs and learners with high needs across studio, workshop, and classroom environments. The postholder will provide in-class, targeted, and one-to-one support, contribute to EHCP review processes, and champion independence-building and progression for every learner.

Working closely with the SENCO, Deputy Head of College, teaching staff, and external agencies, the LSP will help create a learning environment in which all students can thrive as creative practitioners.

KEY RESPONSIBILITIES:

In-Class and Targeted Learning Support

- Work alongside specialist creative lecturers to deliver inclusive and differentiated support for learners with EHCPs and learners with high needs within studio, workshop, and classroom environments.
- Adapt resources, tasks, and approaches to ensure all learners can access the curriculum, including those with complex learning differences, autism, ADHD, mental health needs, physical disabilities, and sensory impairments.
- Facilitate active participation in practical creative sessions (e.g. art, design, creative media, sports media, film & TV, photography, games design), sensitively adjusting support to the demands of each discipline.
- Provide in-class note-taking, scribed responses, or reading support as specified within individual EHCPs or agreed support plans.
- Deliver small-group sessions or one-to-one intervention where identified in a learner's EHCP or support plan.
- Support learners to develop skills in organisation, time management, communication, and independent study.

EHCP Implementation and Review

- Maintain a working knowledge of each supported learner's EHCP, ensuring all outcomes, provisions, and adjustments are implemented accurately within sessions.
- Contribute evidence, observations, and progress data to annual review processes, target reviews, and review meetings.
- Attend EHCP review meetings and multi-agency discussions as required, contributing constructively to the planning of learner support.
- Support learners to understand their own EHCP, encouraging self-advocacy and awareness of their own needs and aspirations.

High Needs Learner Support and Personalised Planning

- Contribute to the development and regular review of individual Support Summaries, Learner Profiles, and Reasonable Adjustment Plans.
- Assist learners in accessing assistive technology, specialist equipment, and adaptive tools relevant to their creative programmes.

Promoting Independence and Progression

- Champion a culture of independence-building, moving from high support to enabling learners to direct their own learning wherever possible.
- Support learners in setting personal goals and tracking their own progress towards EHCP outcomes and qualification milestones.
- Assist with work experience, and transitions to employment and higher education where relevant.
- Encourage learners to build confidence as creative practitioners and to participate actively in college life, including exhibitions, performances, and community projects.

Communication and Partnership

- Maintain clear, professional, and timely communication with the SENCO, teaching staff, the Learning Support team, and Deputy Head of College regarding learner progress and concerns.
- Liaise sensitively with parents, carers, and guardians, ensuring they are kept informed in line with agreed protocols and the learner's wishes.
- Build effective working relationships with external professionals where required, including EPs, speech and language therapists, OTs, CAMHS, social care, and local authority SEND teams.
- Attend team meetings, briefings, and CPD sessions as required and contribute positively to the work of the Learning Support department.

Safeguarding and Wellbeing

- Act as a trusted point of contact for learners, promoting emotional wellbeing and a sense of belonging within the college community.
- Follow the college's safeguarding and child protection procedures at all times, reporting concerns promptly to the Designated Safeguarding Lead (DSL).
- Support the implementation of risk assessments, positive behaviour support plans, and mental health first aid where required.
- Adhere to the college's equality, diversity, and inclusion policy, actively challenging discrimination and promoting respect for all.

Administration and Record Keeping

- Maintain accurate, up-to-date, and confidential records of learner support, progress, attendance, and interventions using the college and any agreed systems.
- Complete required documentation relating to High Needs funding, EHCP implementation, exam access arrangements, and other statutory requirements.
- Support the preparation of evidence for Ofsted inspections, awarding body visits, and internal quality assurance processes.

PERSON SPECIFICATION:

Essential:

- Level 2 qualification or above in literacy and numeracy (or equivalent).
- Willingness to undertake training relevant to the role including safeguarding, SEND, and first aid.
- Experience of working with young people or adults with SEND in an educational setting.
- Understanding of the range of SEND and barriers to learning in a post-16 context.
- Ability to differentiate and adapt support strategies to individual learner needs.
- Good written and verbal communication skills; able to communicate effectively with learners, staff, and external agencies.
- Ability to maintain accurate records and complete documentation to a high standard.
- Knowledge of safeguarding legislation and best practice.
- Ability to use Google Workspace, college IT systems and management information systems (training will be provided).
- Genuine commitment to inclusion and belief in the potential of every learner.
- Empathetic, patient, and emotionally resilient approach.
- Able to work flexibly and collaboratively as part of a multi-disciplinary team.
- Professional, discreet, and able to maintain confidentiality at all times.
- Commitment to own professional development and reflective practice.
- Proactive, solution-focused, and able to use own initiative appropriately.

Desirable:

- Level 3 qualification in Learning Support, Teaching Assistance, or related field (e.g. CACHE, NVQ, NCFE).
- Specialist SEND qualification (e.g. autism, dyslexia, mental health).
- Knowledge of or qualification in a creative arts discipline.
- Experience of working with EHCPs and knowledge of the SEND Code of Practice.



- Experience supporting learners in a post-16, FE, or HE environment.
- Experience of in-class support within practical, creative, or vocational subjects.
- Experience of delivering or supporting small-group interventions.
- Experience working with young people with complex needs (e.g. autism, SEMH, physical disabilities).
- Knowledge of assistive technology and adaptive tools to support learning.
- Understanding of exam access arrangements and assessment regulations.
- Enthusiasm for the creative arts and their power to transform lives.

WHAT WE OFFER

- Competitive salary and benefits
- Generous holiday entitlement
- Study support (if appropriate)
- Opportunity to grow and develop within a supportive and developing team

Boomsatsuma is committed to safeguarding and promoting the welfare of children and young people. All posts are subject to an enhanced DBS check and satisfactory references. We value the benefits of having a diverse team, and our recruitment style ensures everyone is treated fairly. We welcome applications from across all communities.