



Woodend Farm school

Kindness comes in many forms

Job Description

Complex Needs (MLD/SLD)

Learning Facilitator

Job Title: Complex Needs MLD/SLD Learning Facilitator

Reports to: Class Teacher

Salary: £21,257.48 - £25,000.00 term time only

Contract: Full-time, Term-time only

Location: Woodend Farm School – Great Baddow Site

Purpose of the Role

The Complex needs Learning Facilitator plays a vital role in delivering high-quality, sensory-attuned and relational learning for pupils with Severe Learning Difficulties within the Holly Pathway. The post holder supports pupils working within **informal and semi-formal stages** of development, ensuring they have access to learning that honours their sensory profiles, developmental readiness, communication needs, and emotional regulation.

This role contributes to an environment where pupils experience **safety, connection, success, and joy**, and where progress is celebrated in communication, regulation, independence, and engagement.

Key Responsibilities

1. Supporting Teaching & Learning

- Deliver high-quality, sensory-based learning activities planned by the class teacher.

- Facilitate **short, structured learning bursts**, sensory exploration, play-based interactions and functional learning tasks.
- Prepare and adapt learning resources, including symbol-supported materials, sensory tools, and visual scaffolds.
- Support pupils to develop engagement, shared attention, turn-taking and early cognitive skills.

2. Total Communication Support

- Implement a **total communication approach**, including:
 - Makaton
 - AAC devices
 - Symbols and visuals
 - Objects of reference
 - Gesture and modelling
- Support pupils developing through **Natural Language Acquisition (NLA)**, valuing echolalia, scripting and emerging combinations.
- Promote communication throughout all routines, transitions and play.

3. Sensory Regulation & Emotional Support

- Use sensory-attuned, trauma-informed and low-arousal approaches to support emotional regulation.
- Facilitate sensory breaks, co-regulation, and calming routines.
- Implement pupils' sensory plans and therapy-informed strategies under OT and SaLT guidance.
- Support learners to recognise sensory needs, manage overwhelm and maintain emotional readiness for learning.

4. Personalised Pupil Support

- Build strong, trusting relationships with pupils using relational and attuned practice.
- Support Individual Learning Plans, EHCP outcomes and personalised regulation strategies.
- Observe and respond to pupils' cues, interests, communication attempts and sensory needs.
- Promote independence in daily living skills, functional routines and self-advocacy.

5. Behaviour, Safety & Wellbeing

- Use non-confrontational, child-centred approaches that prioritise safety, co-regulation and connection.

- Contribute to regulation plans, risk assessments and behaviour support plans.
- Promote positive peer interaction, emotional literacy and safe exploration.
- Maintain safeguarding at the forefront of all interactions and report concerns promptly.

6. Assessment & Record Keeping

- Contribute to daily observations, noting progress in regulation, communication, engagement and independence.
- Capture evidence through photos, notes, videos, work samples and reflective logs.
- Support teachers in preparing information for Annual Reviews and multi-agency meetings.

7. Working with Staff & Therapists

- Work collaboratively with teachers, SaLT, OT, Thrive practitioners, and pastoral teams.
- Follow therapy programmes and embed strategies into daily practice.
- Participate in reflective practice, coaching, supervision and CPD.

Person Specification (Summary – full version available if you want)

Essential

- Experience supporting pupils with SLD/ASD/complex needs.
- Understanding of sensory needs, emotional regulation and trauma-informed practice.
- Ability to use visual supports, Makaton/AAC and a total communication approach.
- Warm, patient, attuned and calm demeanour.
- Ability to observe, reflect and record progress.

Desirable

- Experience with NLA, sensory integration, attention-based interventions.
- Experience in special schools or therapeutic settings.
- Training in Makaton, AAC, Thrive, TEACCH or similar.