

Executive Headteacher: Martin Haworth

Learning Support Assistant

JOB TITLE **Learning Support Assistant**

SCALE/SALARY **Grade 4 £27,274 - £29,071 (actual salary: £22,858 - £24,364)**

RESPONSIBLE TO: **SENDCo**

JOB PURPOSE

To assist the SENDCo in delivering high-quality, impactful support for students with Special Educational Needs and Disabilities, ensuring provisions outlined in EHCPs and the SEND Code of Practice are fully met.

To facilitate classroom learning by providing effective 1-to-1 and small-group support as directed, helping students overcome barriers to learning and following directions from teaching staff.

MAIN CONTACTS

Executive Headteacher, Deputy Headteachers, Assistant Headteachers, SENDCo, Deputy SENDCo

Duties and Responsibilities

1. To run structured catch-up sessions or structured booster groups (such as phonics, early math, or reading comprehension) as required.
2. To support adaptive teaching by materials in real time for pupils with SEND—such as breaking down instructions, providing visual timetables, introducing visuals or using writing frames—without altering the core learning goal.
3. To foster student independence by guiding pupils through tasks using open-ended questioning and scaffolding techniques rather than doing the work for them, ensuring pupils do not become reliant on 1:1 support.
4. To record observational feedback during tasks, note where pupils struggled or excelled, and report back to the class teacher to help inform future lesson planning.
5. To support behaviour management: consistently enforce the school's behaviour policy and helping dysregulated pupils refocus.
6. To carry out specific targets detailed in a pupil's IEP or Education, Health, and Care Plan, such as tracking sensory needs, tracking movement breaks, or facilitating reading and writing support.
7. To set up learning stations, assemble practical equipment for subjects like science or art, and prepare accessible learning tools where necessary.
8. To help students develop peer relationships, manage anxiety, and navigate unstructured times such as breaktimes, lunchtimes, or transitions between classrooms.

9. To assist the management of learning equipment, examinations, setting up assistive technology devices, and assisting with general administrative duties assigned by the lead teacher.
10. To act as a key adult observing changes in pupil behaviour, wellbeing, or physical appearance, reporting any concerns immediately to the Designated Safeguarding Lead (DSL) in line with school policies.
11. To support students to access examinations and assessment by acting as a reader, a scribe or assisting with technology as required.
12. To maintain continuous visual contact and proactively scan high-traffic environments (e.g., busy dining halls or crowded playgrounds) to anticipate potential triggers, overcrowding, or safety risks.
13. To scaffold play and conversational opportunities with peers—using structured outdoor games or quiet lunch clubs—to build connections while preventing social isolation.
14. To monitor and support individual students during unstructured times on the college quad or in the college quiet clubs as directed.
15. To support students to navigate between lessons, ensuring they can develop independence skills and remain regulated during lesson changeovers.
16. To engage in training as directed by the SENDCo and Deputy SENDCo.
17. To attend alternative College sites including the college compass centre to support students to access and engage with learning.
18. To actively support student attendance and fostering student motivation to attend school and develop a sense of belonging.
19. To assist students to attend extra curricular lunchtime clubs during directed hours.

The above list of job duties is not exclusive or exhaustive and the postholder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the post.