

Job Description for Learning Support Assistant (Maths)

Post: Learning Support Assistant (Maths) (part-time, temporary cover)

Line Manager: Learning Support Coordinator

Start date: Monday 03 November 2025

Outline of Department

Many of our pupils start their journey at BGS in our Infant and Junior School. Our strong academic focus is carefully and thoughtfully balanced with a caring and restorative pastoral approach. The Infant and Junior teaching teams work together, actively overseen by the Head of Infants and Juniors supported by two Deputy Heads. The BGS values of kindness, integrity and rigour underpin all that we do.

Housed in two adjacent buildings, with age-appropriate, dedicated outdoor play spaces, the Infants feels like a school within a school. With two forms per year group, our Infant children thrive in the close-knit, friendly environment. Our EYFS team are proud ambassadors of the Bristol Standard and help to lay a solid foundation for each child's learning journey through the school. Our Infant curriculum is supported by subject specialist teaching, ensuring stretch and challenge from a young age. The Infant children's learning experience extends way beyond the classroom, with extra-curricular clubs, educational trips and weekly Forest School visits. Our youngest pupils benefit from the fantastic facilities the school has to offer, understanding that they are part of a bigger school community. Originally the Headmaster's house, the Junior's building is the vibrant heart of the Junior School. From here, children in Years 3 to 6 enjoy busy, enriching days, following a broad and diverse curriculum. Our Junior curriculum includes traditional subjects, many taught by specialist teachers in Years 5 and 6. The school experience is further enhanced by an abundant choice of extra-curricular opportunities, both during lunchtimes and after school, enabling the children to discover new skills, hobbies and interests. All Junior children (two forms in Years 3 and 4 and three forms in Years 5 and 6) are allocated to one of four Houses, which meet for House Assembly. Children participate in House sporting and performance events and create friendships beyond their form group.

Our class sizes are small. Each class has a Form Tutor (and dedicated Teaching Assistant from Reception to Year 3) to support the children throughout the day. Both the Infants and Juniors benefit from an Assistant Head, with a particular focus on pastoral matters. We also have an experienced Learning Support team, who can offer additional educational support where needed along with ELSAs (Emotional Learning Support Assistants) to help with emotional and social wellbeing.

Pupils from Year 1 onwards have the opportunity to take on leadership roles as they move through the school. This could be as a member of the School Council or as a Charity Representative, ensuring that the pupil voice is always heard. Other pupils support the school in their roles as Infant playleaders for Reception, Digital Leaders, or Year 6 Prefects.

With the children always at the heart of all we do, we are fortunate to have strong links with our active and inclusive parents' association. BGS Friends Infants & Juniors meet regularly and organise social and charity events for pupils, their families, and the wider community – all parents and guardians are welcome to join.

Purpose of Job

Teaching assistants (TA) are integral members of the Infant and Junior Staff team and play a full part in the life of the School. The primary duties of a Learning Support TA are to support the learning of children in the classroom and with small group work. TAs also play a key role in the welfare of the children. This part-time position is to enable children (particularly in Years 3 - 6) who may be experiencing difficulties in their learning, to be supported and encouraged to progress so that they can achieve their full academic potential. The post-holder is likely to be based in the Junior School, but may be asked to work in the Infant School as required.

Duties and Responsibilities

TAs have a varied day including some Breakfast Club, after school care, break and lunch duties (on a rota basis). They may also be asked to complete tasks such as:

- Work with a group of children under supervision and guidance of the teacher in class
- Plan, with support from the Learning Support Coordinator, and deliver 1:1 Maths interventions
- Plan, with support from the Learning Support Coordinator, and deliver small group Maths interventions
- Supervise children across the day (breakfast club, break, lunchtimes and after school provision) as per a duty rota
- Assist with assessments and observations of children's progress
- Accompany children on trips or off-site activities
- Prepare worksheets and other resources as required
- Prepare resources specifically to support the learning of individual children
- Engage in discussions with teachers about children's progress with supporting evidence
- Support the work of the Learning Support Co-ordinator in observing the way in which the learning needs of children with identified learning needs are being met in the classroom
- Cover for the work of other TAs as required

This job description is not necessarily a comprehensive definition of the post. It may be subject to modification or amendment at any time after consultation with the holder of the post.

Candidate Specification

There are certain **essential criteria** that we would expect a candidate to possess.

Level 3 Approved Teaching Assistant Qualification, or higher
Strong literacy and numeracy skills

The following list outlines the further qualities, skills and experiences that the selection panel will be keen to explore with candidates. It is understood by the panel and, we hope, by prospective candidates, that no single person will fulfil every criterion. We encourage candidates who do not "tick every box", therefore, to apply nonetheless and to be open during the selection process about those areas in which they would wish to develop their skills and experience further.

5 GCSEs (A*-C) including English & Maths
2 A Levels or equivalent
Experience of delivering effective Maths interventions to small groups of children or 1:1
Specialist training in Maths learning support
Polite, friendly and outgoing with a good sense of humour

Recent paediatric first aid training or experience
A confident person with common sense and initiative
Flexible and adaptive work ethic
Trustworthy and proactive i.e. able to work under minimal supervision with maximum levels of confidentiality
Empathy and patience with young children and parents and guardians
Good interpersonal and communication skills
The ability to work in a team
A willingness to work at Breakfast Club and after school care for additional remuneration
Ability to communicate well with children and in particular be prepared to demonstrate: <ul style="list-style-type: none"> ● Motivation to work with children and young people ● Ability to form and maintain appropriate relationships and personal boundaries with children and young people ● Emotional resilience in working with any challenging behaviour ● Professional attitudes to use of authority and maintaining discipline ● Understanding of safeguarding and promoting the welfare of young people

Hours and Benefits

Working hours

Monday – Friday, term time only (36 weeks)

23 hours per week between the hours of 7.45am and 6pm. If the work schedule runs over the lunch break you will be able to take a half hour unpaid lunch break. Exact hours to be confirmed annually.

For the 25/26 academic year:

- Monday – 8.45am – 12.15pm (3.5 hours)
- Tuesday – 8.45am – 3.45pm (6.5 hours with 30 mins unpaid break)
- Wednesday – 7.45am – 11.15am (3.5 hours)
- Thursday – 11.30am – 6pm (6 hours with 30 mins unpaid break)
- Friday – 8.45am – 12.15pm (3.5 hour)

Additional 1:1 support hours: These will be in addition to the core standard hours depending on pupil needs and will be confirmed bi-annually.

Further hours may be available on an ad-hoc basis - Please confirm at interview if this is something you are interested in.

Salary

The salary will be determined by the Teaching Assistant scale and will be dependent on relevant experience and technical expertise.

Pension

The School will automatically enrol support staff into a “Defined Contribution” pension scheme provided they meet certain eligibility criteria. Those choosing not to be a member of the Scheme may opt-out in accordance with the rules of the Scheme.

Lunch

School lunch is provided during term time.

Education At present the School's policy is to allow all eligible members of staff to educate their children at the school at concessionary rates, subject to their children meeting the academic entry requirements and subject to a place being available.

Car Parking No car parking is provided during term time.

Equal Opportunities

The School is an equal opportunities employer and is committed to equality of opportunity for all staff. Applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage / civil partnerships. We are committed to increasing the diversity of our staff body and particularly welcome applicants from minority groups who are currently under-represented in our staffing community.

Application details

To apply please visit our website, [employment opportunities section](#). On the role specific page there is an 'Apply now' button which will take you into the online application process.

The closing date for applications is 15 October 2025.

Applications will be reviewed once submitted and suitable candidates may be interviewed before the closing date. The School reserves the right to withdraw the position if an early appointment is made, therefore applicants are encouraged to apply early if interested.

Bristol Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In accordance with our Child Protection Policy we are unable to process applications without a fully completed application form. The post is exempt from the Rehabilitation of Offenders Act 1974. All convictions, cautions and bind-overs, including those regarded as 'spent' must be declared when applying. The applicant may post such a declaration in an envelope marked 'Private & confidential for the Headmaster' which will only be opened should the candidate be shortlisted. The successful applicant must obtain List 99 clearance and DBS (Disclosure and Barring Service) clearance at enhanced level.