



## Role Profile: Learning Support Assistant

|                      |                                                        |
|----------------------|--------------------------------------------------------|
| <b>JOB TITLE:</b>    | Learning Support Assistant                             |
| <b>GRADE:</b>        | Long Close Support Pay Scale (Depending on Experience) |
| <b>TERMS:</b>        | Permanent Contract From 1 September 2026               |
| <b>REPORTING TO:</b> | SENDCo                                                 |

### Purpose

The post holder will provide invaluable support to students in Years 4 – Year 11 as a Learning Support Assistant (LSA). Their core responsibility is to offer vital educational assistance to students with a wide range of learning needs. Collaborating closely with classroom teachers and SENCo ensures that all students, including those with disabilities, special educational needs, or learning challenges, receive tailored and inclusive education. This includes offering one-on-one or small-group support, aiding with classroom tasks, and adapting teaching materials. Ultimately, the LSA's role is pivotal in cultivating an inclusive and nurturing learning environment.

### Key Accountabilities

#### Duties and Responsibilities:

- To work under the guidance of Teaching, SEND and Senior staff within an agreed system of supervision.

#### Support for Students:

- To implement agreed work programmes with individuals and/ or small groups, in or out of the classroom using existing skills/training/experience to support these pupils' needs. This could include those requiring detailed and specialist interventions.
- Liaise with the head of learning support/head of senior school to assist with the development, implementation and reviewing of provision plans.
- To deliver individual and/or small group interventions to pupils. Experience with speech and language interventions would also be beneficial.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote inclusion and acceptance of all pupils within the classroom.
- Support all pupils within a classroom setting consistently most recognising and responding to their individual needs.
- Encourage people to interact and work collaboratively with others, engaging all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-resilience.
- Provide feedback to pupils in relation to progress and achievement.

#### Support to the Teachers and Head of Learning Support:

- Work with teachers to establish an appropriate learning environment.
- Work with teachers in lesson planning, evaluating, and adjusting lessons/work plans as appropriate.
- Monitor and evaluate pupils' response to learning activities through observation and planned recording of achievement against predetermined learning objectives.
- Provide objective and accurate feedback and reports, as required, to a teacher/Head of senior school/head of learning support on pupil achievement, progress, and other matters, ensuring the availability of appropriate evidence.
- Liaise with the head of learning support/head of senior school to assist with the development, implementation and reviewing of provision plans.
- Be responsible for keeping and updating records.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Administer and access routine tests and invigilate.
- Provide general clerical/admin support.

#### **Support for the Curriculum:**

- Implement agreed learning activities/teaching programmes, adjusting activities accordingly to pupil responses/needs.
- Implement local and national learning strategies e.g., Literacy and numeracy and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Help pupils to access learning activities through specialist support.

#### **Support for the school:**

- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health and safety, security, confidentiality and data protection reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Work with staff from different areas of the school to target areas for improvement.
- Contribute to the overall ethos of the school.
- Establish constructive relationships and communication with others to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use to advise and support others.
- Undertake planned supervision of pupils during breaks, lunch times and at the start & end of the school day as required.
- Support a teacher with supervising pupils on visits trips and as required.

#### **Communication:**

- To communicate and consult effectively with the parents of all pupils.
- Liaise effectively with parents and offer opportunities for them to engage in their child's learning at home.
- Develop and maintain positive professional relationships with colleagues, parents, the local community.

- Attend and contribute to appropriate phase meetings.
- Develop an effective partnership with parents and help them to understand how they can support their child's learning and personal development
- Promote the good name and reputation of the School.

#### **Other Professional Requirements:**

- Operate at all times within the stated policies and practices of the School.
- Undertake an appropriate share of the collective staff responsibility and to cover for absent colleagues when required.
- To carry out duties in relation to school policies and practices.
- To support and promote the school's aims and ethos.
- To participate in arrangements made for classroom observations and staff appraisal.
- To share best practice throughout the school.
- To participate and contribute to regular department/ curriculum meetings in accordance with the published rota.
- To attend staff meetings, pastoral meetings, Open Days, Sports Days, INSET and Parents' Evenings, departmental meeting, leadership meetings as deemed necessary by the Headteacher.
- To keep abreast of current thinking by attending courses and continuing your own professional development.
- Build a collaborative learning culture within the wider school.
- Lead and participate in ISA competitions and initiatives.
- Be a highly visible presence around school and model expectations of staff and pupils.
- Work with the Headteacher to build a professional learning community which enables others to achieve.
- Support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development.
- To fully support the marketing, admissions commercial strategies and activities of the School.
- To promote and support relevant extra-curricular activities within the department.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken is not identified and the post holder shall be required to carry out whatever the Headteacher shall instruct, commensurate with training and experience.

## **Safeguarding Responsibilities**

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

## Person Specification

|                | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Desirable                                                                                                                                                             |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualifications | <ul style="list-style-type: none"> <li>A T level in Education, or a Level 3 Diploma in Childcare and Education, or a Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools.</li> <li>At least two GCSEs at grades 9 to 3 for a Level 2 course or a minimum of four GCSEs at grades 9 to 4 for a Level 3 course or a T level.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>A Bachelor's Degree in Education or a related field</li> <li>Further professional study</li> <li>SEND-related study</li> </ul> |
| Skills         | <ul style="list-style-type: none"> <li>Strong interpersonal skills.</li> <li>Excellent communication skills (including written, oral and presentation skills).</li> <li>Enthusiasm for the work of a department.</li> <li>Well organised, creative and innovative.</li> <li>Ability to work independently and also in a team.</li> <li>The flexibility and proactivity of approach needed to contribute effectively to the running of a small school.</li> <li>High expectations of self and others.</li> <li>Capacity to work hard, under pressure, to meet deadlines.</li> <li>The ability to relate to and build relationships with students, parents and other members of the school community.</li> <li>An understanding of how ICT and related emerging technologies can support and enhance teaching and learning.</li> </ul>                                                                                                                |                                                                                                                                                                       |
| Experience     | <ul style="list-style-type: none"> <li>Previous experience working with children preferably in an educational setting.</li> <li>Familiarity with the secondary school curriculum and educational system.</li> <li>Experience working with students with diverse needs and abilities, including those with special educational needs (SEND) or disabilities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>An understanding of the independent education system</li> <li>Experience of teaching in both Prep and Senior School</li> </ul> |
| Other          | <ul style="list-style-type: none"> <li>A willingness to contribute to the extracurricular life of the school.</li> <li>An outstanding role model.</li> <li>Evidence of a commitment to own professional development.</li> <li>Reflective practitioner.</li> <li>Evidence of keeping up to date with educational thinking and knowledge.</li> <li>Demonstrate a personal commitment to quality and excellence in learning and teaching.</li> <li>A positive, "can do" approach.</li> <li>Reliability, integrity and credibility.</li> <li>Enthusiasm and energy.</li> <li>Be warm in personality and approachable.</li> <li>Possess a sense of humour and be positive in outlook and attitude.</li> <li>Build trust and respect confidentiality.</li> <li>The ability to work patiently with students who may have learning difficulties or behavioural challenges.</li> <li>Knowledge of behaviour management techniques and strategies.</li> </ul> |                                                                                                                                                                       |

Completed application forms should be sent to Kay Handa: [kavaljit.handa@longcloseschool.co.uk](mailto:kavaljit.handa@longcloseschool.co.uk) by Friday 26 June 2026 at 9:00am. Interviews will be held shortly after this date.

*Long Close is committed to safeguarding and promoting the welfare of children and all staff must share this commitment – please refer to our Safer Recruitment and Safeguarding policies on the website.*

*Long Close is committed to equality of opportunity in all areas of its work. All individuals will be treated in a fair and equal manner and in accordance with the law regardless of gender, marital status, race, religion, colour, age, disability or sexual orientation.*