

Post Reference: 2616

Job Title: Learning Support Assistant

Grade: B1 – (Actual Salary £22,570 to £24,057)

Hours: 37 hours per week, term time only plus 10 days

Accountable to: SENDCo/ Assistant SENDCo

JOB DESCRIPTION

Role:

You will work under the direction of the Special Education Needs and Disabilities Coordinator (SENDCo) to support students on the SEND register, delivering targeted interventions and in-class support. You will focus on raising achievement, promoting inclusion, and encouraging student independence and confidence. Working closely with class teachers, you will help students access the curriculum and succeed in their learning, contributing to the wider goals of the Academy's Development and Improvement Plan and our commitment to providing an exceptional, inclusive education for all.

All post-holders at White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with White Rose Academies Trust.

Duties and Responsibilities:

Teaching and Learning Support

- Implement effective strategies under the guidance of the class teacher to support all students, including those with SEND, and raise achievement.
- Support the delivery of a broad and balanced curriculum that enables all pupils to achieve their full potential.
- Plan and deliver targeted interventions, adjusting according to student needs and monitoring their impact.

- Use specialist skills, training, and experience to enhance student learning and promote independence.
- Support reintegration into mainstream lessons following interventions, ensuring smooth transitions and clear communication with teaching staff.

Inclusion, Positive Behaviour, and Emotional Support

- Promote and facilitate inclusion in both learning and extracurricular activities.
- Use consistent, positive behaviour strategies in line with the academy's policy to create a safe and respectful learning environment.
- Support students in managing their emotions through co-regulation and relationship-based approaches.
- Encourage cooperative learning and interaction among students while recognising and supporting individual needs (social, emotional, physical, and academic).
- Promote equality, ensuring all students have access to learning opportunities.

Monitoring, Assessment, and Communication

- Observe and report student progress and behaviour to the class teacher and SENDCo.
- Contribute to effective assessment by supporting monitoring, recording, and reporting of student progress.
- Provide clear, objective feedback for SEND dashboards and intervention records by set deadlines.
- Contribute to writing and implementing Pupil Passports and support teaching staff in using them to adapt learning.
- Participate in student progress reviews, EHCP implementation, and planning meetings as directed by the SENDCo.

Collaboration and Professional Relationships

- Work collaboratively with classroom teachers, specialist staff, and other professionals to support student outcomes.
- Develop strong relationships with students, acting as a positive role model and upholding high expectations with high support.
- Liaise sensitively and effectively with families, attending meetings and providing updates as required.

Administrative and Practical Support

- Assist with preparing, maintaining, and using specialist equipment and resources (e.g. overlays, writing boards).
- Support in exam settings by acting as a scribe, reader, or invigilator as required.
- Provide personal assistance during physical or practical activities (e.g. PE, cookery, school visits).
- Supervise students during off-site trips or extra-curricular activities as required.

Literacy and Numeracy Responsibilities

- Plan and deliver high-quality interventions, both one-to-one and in small groups, within specialist areas such as Literacy and/or Numeracy. This includes implementing programmes outlined by external agencies, e.g., Speech and Language Therapy reports.
- Foster a love of reading through targeted interventions, focusing on vocabulary development and reading comprehension.
- Assess and effectively track student progress within all interventions, using data to inform planning and adapt support strategies.
- Work collaboratively with the Literacy Lead, class teachers, and the SENDCo to ensure timely identification, effective support, and measurable progress for all students.
- Act as a Key Worker for identified students, maintaining strong, positive relationships with families and serving as a key link between home and school.
- Work independently to design and deliver engaging, adapted interventions tailored to a wide range of abilities and learning needs.

Professional Development and Compliance

- Attend training, meetings, and learning activities to support ongoing development in the LSA role.
- Understand and comply with safeguarding, health and safety, confidentiality, and data protection policies.
- Recognise personal strengths and areas for development and support colleagues as needed.
- Uphold and model the academy's Core Values in all interactions.

Other Duties:

- To undertake such other duties, training and/or hours of work as may well be reasonably required and which are consistent with the role.
 - To participate in performance management arrangements and regular line management meetings.
 - To adhere to published school policies and procedures.
 - To participate in meetings with colleagues and families relative to the post.
 - Carry out any other duties as reasonably required under direction of the Leadership Team.
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Equal Opportunities:

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.

- To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.
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Generic Staff Requirements:

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers, and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.
- Actively contribute to the continued development of the academy and self by attending training, participating in relevant meetings and appraisals, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.
- Work collaboratively with colleagues, knowing when to seek help and advice.
- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.
- Be aware of and comply with the academy policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures.
- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding, and promoting the values, standards and equal opportunities of the academy.
- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through White Rose Academies Trust Performance Management Appraisal Policy. The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

PERSON SPECIFICATION

The specific qualifications, experience, skills, and values required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement, and at which point in the recruitment process it will be assessed.

You should be able to demonstrate the following criteria:

E = Essential

D = Desirable

Measured by:

A = Application Form

T = Test/Exercise

I = Interview

R = References

C = Certificate

Qualifications

E	GCSE level of education C or equivalent (to include English and Maths)	A
D	Relevant qualification or experience	A
E	A good level of appropriate ICT skills	A

Knowledge and Experience

E	Knowledge of developing literacy skills in an education setting	A C
E	Able to differentiate class work, activities and create appropriate resources for pupils.	A I
E	Successful contributions to team work	A I
E	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A I
E	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A I
E	A clear understanding of effective safeguarding within the academy	A I
D	Experience of working with vulnerable young people	A I

Skills, Attributes, and Abilities

E	A willingness to train and engage with CPD to develop professionally	A I
E	Able to work with students on a 1:1 or small group basis.	A
E	Professional attitude and ability to forge positive relationships with students, parents and staff.	A I
E	Excellent literacy and numeracy skills	A
E	Competency using ICT for recording, monitoring and reporting.	A
E	Be resilient and reliable	R
E	Ability to use progress data of students to track and raise attainment of students for whom responsible	A T I
E	Good working knowledge of assessment for learning approaches and their classroom application	A T I
E	To promote equality, diversity and inclusion and demonstrate this within the role.	A I
E	To be jointly responsible for promoting and safeguarding the welfare of students	A I
E	Ability to form and maintain appropriate relationships and personal boundaries with students	A I
E	The ability to work effectively and efficiently as part of and group and individually	A I
E	Strong interpersonal skills and the ability to communicate effectively and clearly with young people and adults	A I
E	An ability to respect sensitive and confidential work and respect the wishes of others	A I T

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