

# LEARNING SUPPORT TEACHING ASSISTANT

CANDIDATE INFORMATION



**King's  
Hawford**

INDEPENDENT CO-ED DAY SCHOOL FOR AGES 2-11



# Welcome

Thank you for your interest in the role of Learning Support Teaching Assistant at King's Hawford Prep School.

I am so pleased that you have expressed an interest in the Learning Support Teaching Assistant role at King's Hawford. I have the enormous privilege of being the Head at King's Hawford and can testify to the warmth of welcome you will receive.

This is a busy, exciting and joyful community of which to be a part. Our staff are creative in their approach and encourage every child to embrace academic challenge, and perform outside of their comfort zone by dancing, singing and performing. Learning a new language or a musical instrument and exploring the great outdoors are woven into

the fabric of everyday life here.

Teaching and learning are structured to encourage all children to build skills such as collaboration, resilience and independent thinking, which will enable them to achieve success in the future; furthermore, our co-curricular approach builds character; this journey begins in our Kindergarten.

We are looking for a Learning Support Teaching Assistant to join our team on a part time, permanent basis. This post would suit someone who is patient, calm natured and compassionate,

is a team player and keen to become a valued member of our happy school and Foundation.

We look forward to hearing from you.

**Tom Butt**  
Head  
King's Hawford Prep School

---

# Job description

This is a fantastic opportunity to join the friendly community at King's Hawford.

The postholder will be an integral member of the learning support team, providing key interventions to children across the School. Working closely alongside the SENCO, they will support children with a range of additional needs. At the King's Foundation, we believe in and celebrate each child's individual brilliance, and this role is pivotal in ensuring that is the case.

Duties will include:

## Teaching and Learning

- Understanding the specific needs of pupils, considering appropriate teaching and support methods.
- Providing effective educational support for pupils with special educational needs (SEN), aligned with schemes of work, Individual Target Plans, Pupil Profiles, and school/SEN policies.
- Planning and delivering learning activities for individuals or small groups with special educational needs.
- Supporting pupils with SEN in specific subjects as directed by the SENCO or Assistant Head Academic.
- Assisting in implementing SEN targets from external agencies (e.g. Educational

Psychologists, SALT) in collaboration with the SENCO.

- Promoting inclusive participation of pupils with SEN in classroom and school activities.
- Following school behaviour management policies and strategies.
- Addressing equal opportunities issues, including challenging stereotypes, bullying, or harassment, in line with school policies.
- Organising tailored learning activities, managing teaching spaces, and preparing SEN resources.
- Using allocated non-contact time for planning and preparation on a pro-rata basis.

## Supporting the SENCO by:

- Working within the SENCO's timetable, providing feedback on pupil progress and behaviour.
- Helping to select and prepare resources tailored to diverse SEN needs and interests.
- Supporting planning for out-of-school learning opportunities (e.g. trips), following school policies.
- Assisting teachers in assessing pupils with SEN, including administering standardised tests.

- Monitoring pupil responses and adapting teaching approaches as needed.
- Tracking pupil participation and progress, offering constructive feedback and encouragement.
- Maintaining and analysing records of progress for pupils with SEN.
- Providing written feedback to the SENCO ahead of Parents' Consultation Evenings.
- Completing administrative tasks related to SEN support duties.



# Job description

## Support the School by:

- ♦ Liaising regularly with link teachers to review and adjust SEN provision.
- ♦ Supporting smooth transitions between educational phases, including preparing transition resources.
- ♦ Supervising pupils with SEN throughout the school day.
- ♦ Accompanying pupils with SEN on educational visits as directed by SENCO/Assistant Head Academic.
- ♦ Attending relevant INSET days and SEN training.
- ♦ Performing other duties appropriate to the role and grade.

## Administrative Duties

- ♦ Keeping the teaching environment organised and safe.
- ♦ Maintaining clear weekly plans for assigned pupils with SEN, as directed by the SENCO.
- ♦ Supporting the SENCO with SEN administration and monitoring tasks.

## Pastoral Care

- ♦ Providing break and lunch duty cover for designated SEN pupils.
- ♦ Supporting the use of home to school SEN communication diaries to foster positive parent liaison.
- ♦ Ensuring the safety and development of pupils with SEN across physical, emotional, and educational needs.
- ♦ Being proactive in matters relating to safeguarding and child protection.

## Supporting duties

- ♦ Assisting with after school clubs (pro rata if part time).
- ♦ Fulfilling early morning duty on a rota basis, as required.
- ♦ Attending and support school open mornings and speech days, as required.
- ♦ Assisting with parent evenings, as required.
- ♦ Supporting at school events, as required.
- ♦ Undertaking professional duties that may be reasonably assigned by the Head.

## Working pattern and contract

This role is permanent, 12 hours per week, term time only plus supporting duties.

**Start date:** January 2026, following the successful completion of pre-employment checks

**Salary** £14.78 per hour



# Person Specification

It is expected that the Learning Support Teaching Assistant will demonstrate a range of qualities, skills and experience, as outlined below.

## EXPERIENCE AND KNOWLEDGE

Demonstrable experience of supporting children with special educational needs.
Ability to take responsibility for the delivery of specific tasks to assist children with learning difficulties.
Excellent numeracy, literacy and communication skills.
Ability to effectively use ICT to support learning.
A willingness to keep up to date with educational policy and training relating to the Learning Support TA role.
Have a strong regard for children's safety and well-being, proactively demonstrating an understanding of the importance of safeguarding processes and procedures. (Essential)

## PERSONAL AND ROLE RELATED SKILLS AND QUALITIES

A commitment to support the aims and ethos of the school and the King's Foundation.
Be an active and willing member of the school and classroom team.
Set a good example in terms of dress, punctuality and attendance.
A positive approach to working with children and the ability to motivate, inspire and build rapport.
Respect for diversity.
Excellent team working and interpersonal skills.
Ability to deal with sensitive information in a confidential manner.
Creative ability.
Ability to work calmly and with patience.
A flexible approach to work and a 'can do' attitude.

Empathy with young people facing barriers to their learning

An ability to form and maintain appropriate professional relationships and boundaries with pupils, teachers, parents and other colleagues.

Excellent organisational and time management skills.

A professional attitude to work.

## QUALIFICATIONS REQUIRED

TA NVQ Level 3 or equivalent (Essential)

Paediatric first aid certificate (Desirable, training can be provided)



# Safeguarding Responsibilities at King's Worcester

The King's Foundation is committed to safeguarding and meeting the needs of all children.

## What is safeguarding?

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to ensure all children have the best outcomes.

(Definition from *Keeping Children Safe in Education*)

## Our commitment to safeguarding

The King's School, Worcester ensures that safeguarding is given the highest priority and actively promotes the well-being of pupils. Safeguarding and child protection are at the forefront of, and underpin all relevant aspects of, process and policy development.

The Foundation's safeguarding culture supports good practice and enables issues to be addressed promptly and appropriately in the best interests of the children.

## Safeguarding culture at King's

As we strive to maintain an open culture of safeguarding across the King's Foundation, we:

- Train our staff in safeguarding
- Work in partnership with King's families
- Liaise with external support agencies
- Follow the four Rs: Recognise, Record, Report, Refer
- Prioritise early intervention
- Listen to pupils
- Encourage professional curiosity
- Create a team around the child.

## Responsibilities of the successful candidate

Staff are advised to maintain an attitude of "it could be happening here and probably is" as far as safeguarding is concerned and should always act in the best interest of the child.

All staff must:

- Actively promote and safeguard the welfare of all pupils
- Have proper regard for the Foundation's Safeguarding Policy and related procedures
- Report any concerns in a timely manner
- Attend annual safeguarding training.



# Application Process

In order to provide our pupils with a well-rounded and enriched educational experience which is truly representative of the world in which they grow up, the King's Foundation strives to place equity, diversity and inclusion at the heart of everything we do, ensuring that we build a community which is truly representative of all backgrounds and experiences. We believe that we will do that best if our employees come from different backgrounds and if we create an environment of inclusion and belonging for them.

All applications will be acknowledged and all applicants will be notified as to whether or not they have been invited to an interview.

Successful applicants will be advised of the date and time of the interview. References will be requested and candidates should be aware that referees will be asked to comment on a candidate's disciplinary record and whether or not the candidate has been subject to any child protection concerns. Proof of identity will be required at interview.

Candidates unsuccessful at interview will receive written notification.

The School is required to ensure that the successful candidate is checked by the Disclosure and Barring Service. Details of the School's policies on safeguarding and promoting the welfare of children as well as equal opportunities are available on request. References will be obtained and verified prior to the appointment being confirmed.

The King's Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. Shortlisted applicants will be required to complete a self-declaration form in relation to any criminal record or information that may make you unsuitable to work with children, and will be subject to an online search.

## How to apply

Candidates can choose to complete the TES online application form which can be found at: [www.tes.com/jobs](http://www.tes.com/jobs) or to complete a downloadable application form which can be found on the Current Vacancies page of our website at [www.ksw.org.uk/careers](http://www.ksw.org.uk/careers) and then emailed to [recruitment@ksw.org.uk](mailto:recruitment@ksw.org.uk). Please submit any queries regarding the role to the HR team at [recruitment@ksw.org.uk](mailto:recruitment@ksw.org.uk).

**Application deadline: 9am Monday 17th November 2025**

**Start date: January 2026, following the successful completion of pre-employment checks**

Please visit the Vacancies page of the School website [www.ksw.org.uk/careers](http://www.ksw.org.uk/careers) to find out more about the benefits of working at King's and to hear why our staff love being a member of the Foundation community.



