

Job Description: Learning Support Assistant

Reports to: SENCO/Inclusion Manager

Start date: January 2025

Salary: £23,737 – £24,790 (£17,014.00 pro rata)

Hours: 08.45 – 15.15 Monday – Friday -Term Time Only

Contract: Fixed Term (August 2025)

The Role

- To assist in ensuring the progress of an individual students or a small group (up to 5 children) with specific identified special educational needs
- To assist in promoting the learning and personal development of all students in a class, including, but not exclusively, those with special educational needs.

Key responsibilities

- To aid student(s) to learn as effectively as possible both in group situations and on their own by a range of techniques and strategies
- To establish supportive relationships with the student(s) concerned and their families
- To support teachers, parents and other colleagues to help create an effective and purposeful learning environment for the specific students.
- To promote the acceptance and inclusion of the student(s) with SEND, encouraging students to interact with each other in an appropriate and acceptable manner.

Outcomes and activities

Learning support

- To aid effective pupils' learning in groups and on their own by, for example,
 - Clarifying and explaining instructions
 - Preparing and providing specific resources to aid learning and engagement
 - Ensuring the student(s) is able to use equipment and materials provided
 - Motivating and encouraging the student(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs
 - Assisting in weaker areas, e.g. speech and language, behaviour, reading, spelling, numeracy, handwriting/presentation etc
- To give positive encouragement, feedback and praise to reinforce and sustain the student(s) efforts and develop self-reliance and self esteem
- To provide regular feedback on the student(s)' learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted
- To support the student(s) in developing social skills both in and out of the classroom
- To support the use of ICT in learning activities
- Under the direction of the teacher, carry out and report on systematic observations of students to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
- To develop and trial intervention strategies to manage the behaviour of students with behavioural or emotional difficulties with the teacher, and to consistently and effectively implement these
- Monitor the student's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- To contribute towards reviews of student(s)' progress as appropriate
- Assist in creating materials and resources that adapt the curriculum to enable access for specific pupils

Other support

- Liaising with class teacher, SENCO and other professionals about individual provision maps, contributing to the planning as appropriate
- Providing additional nurture to individuals when requested by the class teacher or SENCO

- Meeting students' physical needs while encouraging independence e.g. help students to change for PE lessons or swimming, clean and reassure students after accidental soiling of clothes, help with mobility around the school
- Where appropriate, to know and apply positive handling techniques
- To accompany teacher and students on educational visits
- To develop purposeful relationships with each Curricular area.
- Maintain pupil and family confidentiality
- Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
- Attend regular meetings and training, as required

Other

- Undertake other various responsibilities as directed by line manager or Headteacher.
- To be willing to support playground/break time supervision e.g. educational games, homework clubs etc (within employed hours)

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Ark requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred. To read more about Ark's safer recruitment process, please click this link.

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Person Specification: Learning Support Assistant

Qualification Criteria

- Maths and English GCSE or equivalent at grade C or above (Desirable)
- Right to work in UK.
- Willingness to undertake further training and development

Experience

- Experience of supporting students in a classroom setting
- Experience of implementing a range of positive behaviour management strategies
- Experience of establishing successful learning relationships with a variety of pupils at the relevant age

Behaviours

Personal characteristics

- Genuine passion and a belief in the potential of every pupil
- Helpful, positive, calm and caring nature
- Able to establish good working relationships with children, staff, parents, governors and the community
- Able to follow instructions accurately but make good judgments and lead when required.

Specific skills

- Good communication skills, including written and oral
- Good numeracy and literacy skills
- Competent with computers and other technology
- Good administrative and organisational skills

- Able to motivate and develop students.
- Able to understand and implement particular strategies and methods to help pupils to improve their learning and enjoyment of learning
- Able to help implement the necessary routines and patterns to establish good behaviour management within the school
- Able to reflect, analyse and act both independently and collaboratively
- Able to articulate characteristics of effective teaching and learning.
- Understands and has knowledge of the purpose of assessment, observing and tracking pupil progress.
- Able to deal with minor incidents, first aid, and the personal health and hygiene of the pupils
- Understands the importance of confidentiality and discretion.

Other desirable training and skills

- First Aid training
- Commitment to continued professional development

Other

- Commitment to equality of opportunity and the safeguarding and welfare of all pupils
- Willingness to undertake training
- This post is subject to an enhanced Disclosure and Barring Service check.

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