

Wollaston School

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**KEY STAGE CURRICULUM  
LEARNING SUPPORT ASSISTANT**

Job Description  
2026 / 2027



## WOLLASTON SCHOOL

### KEY STAGE CURRICULUM LSA JOB DESCRIPTION

**NAME OF POST HOLDER:**

<b>Job Title:</b>	<b>Key Stage Curriculum LSA</b>
<b>Hours:</b>	37 hours per week, 39 weeks per year (38 weeks term-time plus 5 training days)  8.00 am – 4.00 pm (including: 30 mins lunch) Mon to Thurs 8.00 am – 3.30 pm (including: 30 mins lunch) Fri  Flexibility required for After School / Homework clubs & activities
<b>Salary:</b>	Support Staff Pay Grade E, point range: 4-5
<b>Reports to:</b>	SENCO
<b>DBS Disclosure Level:</b>	Enhanced

#### **Role Summary:**

- To provide support for teachers and students across mainstream classrooms within a specified Year Group.
- To support students with Special and/or Additional Educational Needs, both learning and behavioural, either on an individual basis or in small groups.
- Supporting students with their Pastoral care.
- To take the lead in ensuring students access the curriculum in the key stage allocated.

#### **Key Responsibilities:**

- Working with a specific class you will work with teachers in their course delivery in order for the teacher to meet the needs of all the students in their class.
- Understand the class timetable and the curriculum they are following.
- To be involved in the creation of differentiated resource materials, and to aid teachers in the identification and production of appropriate differentiated materials for all the classes.

- To carry out general administrative tasks: including photocopying, filing, display work, as well as organising and maintaining resources within the Additional Needs team & in the departments working with.
- Under the supervision of the SENCO, to assist in the identification and assessment of students in your remit. To maintain up-to-date support records on all students in your remit.
- To establish and maintain positive, constructive and professional working relationships with staff, students and other education professionals, in order to maximise students' development and achievement.
- To be involved in the 'Keyworker' system in school and to act, under the guidance of the SENCO, as an identified adult to whom students or staff can come to discuss pastoral issues.
- To acknowledge the need to practise confidentiality in regard to information regarding students, staff or school issues. To pass on information of a personal nature regarding students to an appropriate member of staff.
- Within the Additional Needs Team, to assist with the supervision of students during break and at lunch times.
- To attend faculty meetings and contribute to whole School events as and when required (for instance staff training and meetings, induction evenings, concerts, parents' evenings), and to accompany groups of teachers and students on out-of-school visits when required.
- Attend / be available for after school interventions / clubs etc
- Carry out exam Invigilation and complete relevant training.
- Attend revision lessons to support students (this maybe outside of normal hours)
- Complete first aid training and deliver this as required.
- Support in PE lessons when needed.
- Support Tutor periods, assemblies and PHSCE activities.
- Communicate with parents and families as requested. Update MIS system and take a lead in monitoring supporting attendance at school.
- Work with the student ambassador team, be an active member of the house system.

### **Generic Responsibilities:**

- To be aware of the School's duty of care in relation to staff, students and visitors and to comply with the health and safety policies at all times.
- To be aware of and comply with the codes of conduct, regulations and policies of the School and its commitment to equal opportunities. Act in a courteous way at all times in communications with both colleagues and other school stakeholders.
- To support and contribute to the School's commitment to 'Every Child Matters,' enabling children to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.
- To carry out any other reasonable duties or request of your Line Manager, that are in keeping with this post or as may be determined from time to time by the Leadership Team.

## Signatures

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This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed

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**Key Stage Curriculum LSA**

Signed

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**Headteacher**

Dated

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Dated

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### **Review arrangements**

The details contained in this job description reflect the content of the job at the date it was prepared. However, it is inevitable that, over time, the nature of the jobs may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed.

Consequently, the school will expect to revise the job description from time to time and will consult with the post holder at the appropriate time.

## PERSON SPECIFICATION

	Essential	Desirable
<b>SKILLS, KNOWLEDGE &amp; EXPERIENCE</b>		
Demonstrable ability to or proven experience of working with or caring for children of the relevant ages [mainly aged 11-16]	√	
Demonstrable first-class administration, organisation and time management skills	√	
Ability to use IT/Microsoft Office packages as required, particularly Word and Microsoft Outlook [email]	√	
Ability to adhere to working procedures and policies within the school environment	√	
Experience of working within a school environment and/or in similar role		√
General understanding of the national curriculum and other basic learning programmes (including literacy and numeracy) relevant to the secondary school environment – <i>training and support will be provided</i>		√
Experience of mentoring skills at a level relevant to the role		√
Knowledge of ASD/ADHD, social /emotional and mental health difficulties		√
<b>QUALIFICATIONS</b>		
A good level of general education, including English & Maths GCSE at Grade C or above (or equivalent)	√	
First Aid trained, or willingness to be trained		√
<b>PERSONAL QUALITIES</b>		
Good interpersonal and communication skills, with an ability to build and maintain effective working relationships with all stakeholders of the school	√	
A demonstrable ability to work with students as a professional in a constructive manner: demonstrating open-mindedness, flexibility, and with the ability to convey and instil a desire amongst students to learn and develop	√	
Good organisational skills, with the ability to manage time effectively and demonstrate initiative when required	√	
Ability to operate effectively as part of a team or individually as required	√	