



Job Description and Person Specification	
Post title	Learning Support Assistant with SEN Responsibilities
Start date	September 2025
Responsible to	Executive Principal/Vice Principal
Salary	NJC3 – £19,462 pro rata (£24,027 FTE)
Hours/days	8.10am – 3.40pm 35hrs pw
Safeguarding Statement	
<p>Sires Hill Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All adults are required to adhere to the school's safeguarding policies and practices. As part of the school's safe recruitment procedures all staff regularly undergo enhanced DBS checks.</p>	
Main Purpose of the job	
<ul style="list-style-type: none">• The learning support assistant will be a member of a multi-disciplinary team, under the leadership and supervision of the teacher/senior leadership team.• They will work with individuals/groups to support the delivery of quality learning and teaching and will help raise standards of achievement for all pupils. They will be based in the Early Years class (Reception).• To implement agreed work programmes with an individual pupils and groups where appropriate and support teaching staff in the development and education of pupils.• To supervise and support specific pupils in lesson time and during transition periods, when required.• With the class teacher, support excellent progress for specific children across all areas of development through effective participation in observation, assessment and planning.• They will also supervise children at lunch time both within the hall and out at play.• They will supervise children in the morning Extended Hours provision.• Work may be carried out in classrooms, outdoors or outside the main teaching area or off site.	
KEY ACCOUNTABILITIES	
Personal and Professional Conduct	
<ul style="list-style-type: none">• Have proper and professional regard for the ethos, policies and practices of the school.• Demonstrate positive attitudes, values and behaviours to develop and sustain effective working relationships.• Have regard for the need to safeguard pupils' wellbeing by following statutory guidance along with school policies and practice.• Uphold values by respecting individual differences and cultural diversity.• Commit to improving own practice through self-evaluation and awareness.• Ensuring appropriate confidentiality.	



Knowledge and Understanding

- Keep knowledge up to date and reflect on own practice, identifying relevant professional development to improve personal effectiveness.
- Demonstrate expertise and skills in understanding the needs of all pupils and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to the age and stage of pupils.
- Have appropriate phonological knowledge in order to lead groups effectively.
- Use resources effectively in order to support subject and curriculum development.
- Demonstrate an understanding of health and safety in your daily practice ensuring that all policy and advice is followed. Take responsibility for your own health and safety.

Teaching and Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and to support the children's learning and next steps.
- Increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording, and reporting of pupil progress as appropriate to the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe environment by organising and managing physical teaching space and resources.
- Understanding of SEN needs and the ability to work one to one with a child when asked.
- Communicate effectively with the class teacher to support assessment and planning.
- Assist children with changing and personal care as appropriate, and with intention of building independence.
- Lead interventions and keep up sessions so that children do not fall behind.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Ensure pupils play safely and effectively together both during directed learning and during play and lunch times.
- Scribe for children as necessary.

Working with others



- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- Work with the class teacher to keep other professionals informed of performance and progress or concerns they may have about the pupils they work with.
- Understand the responsibility to share knowledge to inform planning and decision making.
- Uses time effectively following direction of the teacher.
- Communicate their knowledge and understanding of pupils to other school staff and professionals.

Lunch time supervision

- To supervise pupils, during the lunch period in their classroom, playground areas and school premises, ensuring the safety, welfare, physical and mental wellbeing of pupils and the maintenance of good order and discipline.
- Monitor the behaviour of pupils discouraging in a positive way encouraging good manners.
- To arrange and supervise appropriate play and physical activities under the direction of the Principal.
- To ensure that all pupils who suffer any injury or accident are dealt with appropriately in accordance with the school's agreed procedures.
- Promote and ensure good behaviour and calm atmosphere.
- Addressing issues calmly and politely and in doing so being a role model to the children.
- To encourage all pupils to eat and to assist children with cutting up food, opening tubs, pouring water etc., where appropriate as necessary. There must be a balance between convenience and developing independence.
- To clean up spillages of food and to organise clearing cutlery and crockery off tables.
- To ensure that, when classrooms are used during the midday break because of inclement weather that the children are quietly occupied and that the classroom is left tidy, ready for afternoon lessons.



Learning Support Assistant Person Specification		
	Essential	Desirable
Knowledge and understanding		
An understanding of safeguarding children as it relates to a school	✓	
An understanding of the National Curriculum and awareness of any developments		✓
An understanding of issues relating to children who have special educational needs e.g. dyslexia, ADHD, Autism, physical needs etc and how to support learners in accessing the curriculum in accordance with the SEND code of practice	✓	
Understanding of effective teaching methods		✓
Knowledge of how to successfully lead learning activities for a class of children		✓
Skills and Abilities		
Ability to work calmly under pressure and adapt quickly and effectively to changing circumstances/ situations whilst remaining firm and fair	✓	
Ability to work as part of a team and communicate effectively with children and adults	✓	
Good organisational skills	✓	
Ability to understand and carry out instructions	✓	
Ability to work on own initiative and make decisions	✓	
Good literacy and numeracy skills	✓	
Experience		
Knowledge of childcare and child development which may have been gained through parental/caring experiences or through formal study		✓
Have a good understanding of working with children with special educational needs and/ or children with medical/health needs		✓
Previous experience in a school		✓
Experience of working with children whose personal, social and emotional needs include those with some challenging behaviours		✓



Sires Hill PRIMARY ACADEMY

GCSEs at Grades 9-4 (A* to C) including English and Maths	✓	
An NVQ 3 qualification in childcare or teaching assistant qualification		✓
Experience of planning and leading teaching and learning activities (under supervision)		✓
First Aid at Work qualification		✓

