

The people behind
the magic.



JOIN OUR TEAM



Learning Support Assistant Level 2 – Inclusion Specialist

Salary: Band D (NJC points 7-11) **Actual Salary:** £18,830 - £20,070 per annum.

Contract: Permanent, term-time only plus 2 days.

Hours: 30 hours per week, Monday to Friday 8.30am – 3.00pm.

Closing Date: Thursday 24th September 2026 at 9am.

Start Date: As soon as your notice period allows.

We reserve the right to close this vacancy early if we receive sufficient applications for the role.
Therefore, if you are interested, please submit your application as early as possible.



Together
Learning Trust

EVERYONE MATTERS AND EVERY DREAM COUNTS

Ryburn Valley High School is an 11–18 comprehensive in Sowerby Bridge. We're one of the top three schools in Calderdale for GCSE Progress, and our sixth form has the best A-Level progress across Calderdale and Kirklees. But what we're really proud of is that our students understand what "everyone matters and every dream counts" really means.

Our ethos is built on kindness, honesty, respect and endeavour. These aren't values on a wall they're lived, every day, in lessons, conversations and how staff and students work as a team. We're a school of character, and it shows.

We want young people to leave with great exam results, yes, but also with resilience, confidence and the ability to make a positive impact. They get real opportunities to succeed, to fail safely, to lead and to discover who they are. That's not something that happens by accident. It happens because we're deliberate about how we build the culture and what we offer.

Ryburn is a fantastic place to work and learn. We're always aiming to develop further. We're looking for someone who wants to be part of that.

Donna Watkins, Head of School



Ryburn Valley High School provides a strong, vibrant and welcoming community. Pupils swell with pride when they talk about their school. They told inspectors about the opportunities they get to develop their confidence and resilience. - OFSTED REPORT 2022

EXPLORE MORE



www.rvhs.co.uk



[ryburnvalleyhighschool](https://www.facebook.com/ryburnvalleyhighschool)



[@RVHS_school](https://www.instagram.com/RVHS_school)



THE TRUST

When schools collaborate, incredible things happen.

Together Learning Trust is a group of schools that genuinely like working together.

That might sound like a small thing. It isn't. Nobody in our schools is working in isolation, trying to solve problems that someone two miles away has already solved. Expertise shared across nine schools belongs to all of them.

Primary schools, secondary schools, sixth forms and a special school that's around 5,800 young people across Calderdale and Kirklees. Rooted in West Yorkshire. Built around a belief that when schools work like this, something remarkable happens for children.

That belief comes from a clear set of values: integrity, excellence, and joy. Not about how children should live, but about how our Trust leads, how decisions get made, how people hold themselves to account and what it means to do this work well.

Each of our schools has its own identity, shaped by its community and its children. Being part of our Trust does not change that. It adds to it.

DAVID LORD, CHIEF EXECUTIVE OFFICER

Working with such creative, professional and dynamic staff from other schools in the trust has helped make my job much more enjoyable and manageable, whilst reducing workload."



- DAMIAN BALL
Assistant Headteacher, The Brooksbank School

EXPLORE MORE



www.togetherlearningtrust.co.uk

Together
Learning Trust

THE JOB

Inclusion LSA

Make a difference where it matters most. We are looking for a Learning Support Assistant to join our committed and compassionate team, supporting young people with their Social, Emotional and Mental Health (SEMH) needs.

This is an opportunity to make a genuine difference to a young person's experience of education. You will work alongside a dedicated team to create a calm, nurturing and inclusive environment where every student feels safe, valued, understood and able to succeed.

Do you recognise yourself as having strong communication skills, patience, and understanding? Do you have the skills and dedication to make a lasting difference in the lives of young learners in a safe, vibrant, and happy school? If this sounds like you, we'd love to hear from you.

Our aim is to provide a safe, supportive and nurturing environment where students can develop strategies to manage their emotions, develop their confidence and self-belief and engage positively with learning. Through patience, consistency and genuine care, you can help them recognise their strengths, develop their resilience and take positive steps forward.

What the role involves in a nutshell:

- Actively promote an inclusive learning environment by supporting the participation, engagement and achievement of all pupils, ensuring individual needs are recognised, valued and responded to appropriately.
- Build positive relationships with identified students to develop their emotional awareness, resilience and positive coping strategies through planned interventions and nurturing relationships.
- Take responsibility for delivering specific learning activities and interventions both within the classroom and in small group or 1:1 settings outside the classroom environment, helping to implement individual learning plans in line with the overall teaching strategy.
- Deliver Emotional Literacy Support Assistant (ELSA) interventions or undertake ELSA training to develop the skills and knowledge required to provide high-quality emotional literacy support. Previous ELSA experience or qualification is desirable but not essential, as full training will be provided for the right candidate.

What you'll get in return?

You'll be joining a school and Trust which is all about putting staff first – with numerous wellbeing initiatives and social events to enjoy each term!

In addition to this you will benefit from:

- Automatic enrolment to the West Yorkshire Pension Fund.
- A Supportive and forward-thinking Leadership Team.
- Staff development through proactive personal and professional development.
- Additional holidays linked to service.
- Eye Care.
- Annual Flu Vaccines.
- Home & Technology Scheme.
- Rewards and discounts.
- GP Online and Prescription Service.
- Your Care Wellbeing & EAP.
- Lifestyle benefits & discounts

Diverse perspectives and experiences are critical to our success, and we welcome applications from all people from all backgrounds with the experience and skills needed to perform this role.

If our school sounds like a place in which you could really make a difference, then we'd love to hear from you.

ROLE PROFILE | Learning Support Assistant Level 2

Accountable to:	SENDCO & Assistant SENDSO
Accountable for:	n/a
Job Family:	Support Specialist
Salary:	Band D (NJC 7-11)
Hours:	30 hours per week, Term Time plus 2 days

CORE PURPOSE

To provide high-quality learning support that enables students with SEND to access the curriculum, develop essential skills, and make sustained progress. The role works closely with the SENDCO, Assistant SENDSO, classroom teachers and wider pastoral staff to deliver targeted interventions, adapted learning materials, and personalised support that promotes inclusion, independence and wellbeing.

Be committed to delivering high-quality performance each day to ensure our students and schools thrive. Be an ambassador for our Trust, its schools and students, always living by our values and expected behaviours and leading by example. Demonstrate credibility by consistently applying the technical expertise required for the role.

KEY DUTIES AND OUTCOMES

Each individual task will not be identified within the role profile; Employees will be expected to comply with all reasonable requests to ensure the role delivers the expected outcomes linked to its core purpose and accountabilities.

- ✓ Build positive, nurturing relationships with identified students to develop their emotional awareness, resilience, self-esteem and positive coping strategies through planned interventions and consistent support.
- ✓ Actively promote an inclusive learning environment by supporting the participation, engagement and achievement of all pupils, ensuring individual needs are recognised, valued and responded to appropriately.
- ✓ Deliver targeted learning and emotional wellbeing interventions, both within the classroom and in small group or 1:1 settings, supporting the implementation of individual learning plans and SEMH support strategies under the direction of the SENDCO.
- ✓ Act as a key worker for identified students or groups, providing consistent guidance, encouragement and pastoral support, while monitoring progress and helping students overcome barriers to learning.
- ✓ Promote inclusion, engagement and independence by supporting students to regulate their emotions, improve their confidence and develop positive behaviours for learning.
- ✓ Monitor, record and communicate the progress of identified students, ensuring provision maps, intervention records, reviews and EHCP outcomes remain accurate and up to date.
- ✓ Support the delivery of Emotional Literacy Support Assistant (ELSA) interventions and contribute to the development of strategies that improve students' emotional wellbeing, resilience and readiness to learn.
- ✓ Contribute to a safe, calm and nurturing learning environment by reinforcing consistent routines, supporting behaviour expectations and helping students engage positively with school life.
- ✓ Support safe access to learning and school activities through appropriate care, moving and handling duties (where required), and by contributing to risk assessments and individual support plans.
- ✓ Maintain current knowledge of SEND Code of Practice, SEMH, safeguarding and inclusion practices to ensure support remains effective, compliant and responsive to students' needs.

EXPECTED BEHAVIOURS

All employees are expected to conduct themselves in line with the essential behavioural competencies, including any additional leadership competencies related to their job family level. These competencies are designed to support high performance and provide clear behavioural expectations at every level. Through active engagement with our personal and professional development offering we expect everyone to develop their skills and knowledge in line with our competency framework and the technical competencies outlined in the role profile. For more information on the behavioural competency framework please visit [Competency Framework](#).

PERSON SPECIFICATION

Experience and Qualifications Required	Essential	Desired
Educated to GCSE Grade C/4 or above in English and Maths.	✓	
Willing to work towards Level 2 QCF in Teaching and Learning and paediatric first aid.	✓	
Experience of adapting materials to learning needs of students	✓	
Experience of supporting positive classroom behaviour	✓	
Experience of working in a school and supporting teaching and learning across curriculum areas.	✓	
Technical Skills Required		
Ability to support students with a range of SEND needs including learning, emotional, behavioural and physical/sensory needs.	✓	
Effective communication skills, adapting style and approach to ensure appropriate, positive relationships are built and maintained.	✓	
Able to manage competing priorities effectively	✓	
Good understanding of inclusive education for SEND students	✓	
Proficiency in Microsoft Office and ability to maintain accurate records.	✓	

A background image showing a group of children in a classroom, many with their hands raised, suggesting an active learning environment. The image is slightly blurred, focusing on the hands and the general atmosphere of the room.

HOW TO APPLY

Say yes to new adventures.

Could we be a good fit for each other? If you'd like a chat about the role, or have any questions, then we'd be delighted to hear from you. Please contact Carrie Burbidge our Personal Assistant to the Senior Leadership Team via c.burbidge@ryburn.tlt.school

If you're ready to apply, please complete our online application fully by clicking [here](#) before the deadline.

SAFER RECRUITMENT

We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check; the post is exempt from the Rehabilitation of Offenders Act (ROA) 1974 (as amended in 2013 and 2020). [Guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975 - GOV.UK](#)

Please be aware that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

If you are shortlisted for interview, we will undertake an online public search in line with guidance from the Department for Education and Keeping Children Safe in Education 2026.