



Job Description: Level 3 Learning Support Assistant & Midday Supervisor

Post Title: Level 3 Learning Support Assistant (L3 LSA) & Midday Supervisor (MDS)

School: The District CE Primary School

Salary/Grade: NJC SCP 5 (TTO + 1 week) & NJC SCP 3 for MDS (Term Time Only)

Working Pattern: Part Time , Term Time + 1 Week

Hours:

- **Learning Support Assistant (Level 3):** 28.75 hours per week (includes a 30-minute unpaid lunch break).
- **Midday Supervisor:** 2.5 hours per week.

Responsible To: Headteacher

Main Purpose of the Role

- To provide high-quality teaching support to individual pupils, small groups, and whole classes across the school.
- To deliver pre-planned lessons and manage whole classes independently to cover teacher Planning, Preparation, and Assessment (PPA) time and leadership release time.
- To support class teachers in creating an inclusive, positive, and high-achieving learning environment.
- To ensure the safety, wellbeing, and positive social interaction of pupils during lunchtime and playtime periods.

Key Responsibilities

1. PPA and Class Cover Leadership

- Cover whole classes during planned teacher PPA time, leadership release, and short-term teacher absences, delivering pre-planned work and maintaining lesson momentum.
- Maintain effective classroom management, high expectations of behaviour, and consistent routines independently during class cover.



- Adapt lesson delivery as needed to suit diverse learning styles and ensure all pupils remain engaged and supported.
- Provide accurate feedback to class teachers regarding pupil progress, work completion, and any behavioural or welfare issues arising during cover sessions.

2. Teaching & Learning Support

- Work in partnership with class teachers to support the delivery of the primary curriculum, focusing on English, maths, and core subjects.
- Plan and deliver targeted individual or small-group interventions (e.g., phonics, reading, numeracy, social skills) to close learning gaps.
- Differentiate learning tasks and resources under teacher guidance to enable access for pupils with Special Educational Needs and Disabilities (SEND).
- Assess, record, and report on pupil progress and responses to intervention programs.

3. Midday Supervision

- Supervise pupils in designated areas during lunch breaks, including dining halls, playgrounds, and indoor areas during wet play.
- Encourage healthy eating choices, good table manners, and clean dining habits.
- Promote safe, inclusive play by organising structured games and activities during outdoor playtimes.
- Address and manage minor lunchtime incidents or conflicts calmly and effectively, adhering to the school's behaviour policy.

4. Pupil Wellbeing & Pastoral Support

- Build positive, respectful, and encouraging relationships with pupils, acting as a trusted role model.
- Support pupils' social, emotional, and mental health needs, fostering independence, self-esteem, and resilience.
- Assist pupils with personal organisation, hygiene, and physical needs where required.

5. Safeguarding & Professional Standards

- Strictly adhere to all school policies on Safeguarding, Child Protection, Keeping Children Safe in Education (KCSIE), and Health & Safety.
- Promptly report any concerns regarding child protection or pupil welfare to the Designated Safeguarding Lead (DSL).
- Participate in relevant training, staff meetings, and professional development opportunities.



- Maintain strict confidentiality regarding pupils, families, and school matters.
- Uphold and actively promote the Christian ethos, values, and inclusive vision of The District CE Primary School.

Person Specification

Category	Criteria	Essential / Desirable	Assessment Method
Qualifications & Training	Level 3 qualification in Teaching and Learning / Supporting Teaching and Learning in Schools (or equivalent NVQ/QCF Level 3).	Essential	Application
	GCSE Grade C/4 or above (or equivalent) in English and Mathematics.	Essential	Application
	First Aid qualification (or willingness to undertake training).	Desirable	Application
Experience	Recent experience working with primary-aged children in an educational setting.	Essential	Application / Interview



	Proven experience in leading whole classes independently (e.g., covering PPA/leadership time).	Essential	Application / Interview
	Experience in delivering targeted 1:1 and small-group academic or social interventions.	Essential	Application / Interview
	Experience supporting children with Special Educational Needs and Disabilities (SEND).	Desirable	Application / Interview
Knowledge & Understanding	Clear understanding of the Primary National Curriculum, including Early Reading/Phonics and Primary Maths.	Essential	Interview
	Understanding of effective positive behaviour management strategies in group and whole-class settings.	Essential	Interview



	Knowledge of child development, learning processes, and barriers to learning.	Essential	Interview
	Understanding of school safeguarding policies and Keeping Children Safe in Education (KCSIE) principles.	Essential	Interview
Skills & Abilities	Ability to confidently lead and manage a whole class, maintaining control, focus, and a positive environment.	Essential	Interview / Task
	Strong oral and written communication skills for interacting with pupils, colleagues, and parents.	Essential	Application / Interview
	Ability to adapt teaching methods and resources on the spot to meet individual learning needs.	Essential	Interview
	High organizational skills, reliability, and flexibility to	Essential	Interview / Reference



	adapt to changing day-to-day school priorities.		
Personal Attributes	Warm, approachable, empathetic, and resilient approach to working with children.	Essential	Interview
	Ability to work collaboratively as part of a multi-disciplinary school team.	Essential	Interview / Reference
	Commitment to promoting the ethos, values, and Christian character of the school community.	Essential	Interview
	Commitment to equal opportunities, inclusion, and safeguarding child welfare.		