



All Saints C of E Primary School
COLLABORATIVE LEARNING TRUST



LEARNING SUPPORT ASSISTANT – RESOURCE PROVISION

INFORMATION FOR APPLICANTS

NJC Grade B1 – B3, Scale Points 4 – 11

Actual Salary £19,794.08 - £22,118.13

Term Time Only – 34.5 Hours Per Week

Permanent

Required September 2026



COLLABORATIVE
LEARNING TRUST

Working Together to Secure Success

LEARNING SUPPORT ASSISTANT – RESOURCE PROVISION

Location: All Saints C of E Primary School

Contract: Permanent, Term Time Only, 34.5 Hours Per Week

Closing Date: Monday 1st June 2026

Selection Days: Thursday 11th and Friday 12th June 2026

LEARNING SUPPORT ASSISTANT – RESOURCE PROVISION

Thank you for your enquiry regarding this post.

Please look on the Trust's website for more information about the Trust

You will find in this booklet:

- Information about the post
- Information from the headteacher
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the school:

office@allsaints.bradford.sch.uk

The closing date for applications is **Monday 1st June 2026**. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately, and the selection days will take place on **Thursday 11th and Friday 12th June 2026**. There will be a recruitment afternoon at the school on **Thursday 7th May 2026, 3:30pm – 4:30pm**, which will be an opportunity to learn about the school and the new provision. Attendance is not mandatory to be considered for this role, but it is highly recommended.

Following the closing date, a recruitment panel will review the information provided on each application form and consider how well it matches the person specification. Shortlisted candidates will then be invited to take part in the selection activities and references will be requested. On the selection day a number of sessions will be organised which may include completing a data or written task, and meeting with Trust staff, school leaders, and trustees. The results of these sessions will inform the panel in their decision to take candidates through to a formal interview in the afternoon.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure and Barring Service check.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

All Collaborative Learning Trust sites are non-smoking/vaping sites.

Please note it is the Trust's policy that reimbursement will not be made with regard to candidates' expenses.

INFORMATION ABOUT THE POST

This is an exciting opportunity for a Learning Support Assistant within the school's SEN Resource Provision, supporting pupils with a wide range of complex additional needs. The role involves working under the direction of the Class teacher and Teacher in Charge of the Resource Provision to deliver high quality, personalised support that enables pupils to access learning, develop independence and make progress. As stated in the job description, the post holder will "support the learning, development and wellbeing of pupils accessing the SEN Resource Provision, all of whom have complex additional needs" and will work with pupils on a 1:1 basis, in small groups, and within mainstream classes where appropriate.

The role requires delivering structured learning activities, supporting communication and sensory needs, promoting positive behaviour, and contributing to assessment and planning. It also includes attending to pupils' personal care needs, using specialist equipment safely, and maintaining high standards of dignity and safeguarding.

The post involves close teamwork with teachers, therapists and the wider provision staff, active participation in professional development, and positive engagement with parents and external professionals. Work takes place across the Resource Provision, mainstream classrooms and wider school environment, and includes supporting pupils during transitions, unstructured times and educational visits. The role requires flexibility, resilience and a commitment to the ethos and safeguarding expectations of Collaborative Learning Trust.

INFORMATION FROM THE HEADTEACHER ALL SAINTS C OF E PRIMARY SCHOOL

Dear Applicant,

Thank you for your interest in becoming our new Learning Support Assistant for our new Resource Provision. It is an exciting time to be part of All Saints Church of England Primary School. We joined the Collaborative Learning Trust on 1st September 2022.

<https://collaborativelearningtrust.com> The Collaborative Learning Trust is a recently formed Multi-Academy Trust, founded on existing school partnerships in Yorkshire.

All Saints is a very large, thriving and diverse primary school near the centre of Bradford. We welcome children and families from around the world and seek to be a 'united, caring community of learners'. We are proud to be an 'excellent' church school and we strive to provide every child, regardless of their background or ability a high quality of education that ensures they flourish and are equipped for their next stage of education and life in modern Britain.

If you would like to learn more about life at All Saints Church of England Primary School, please explore our website and Twitter feed. If you would like to arrange a visit, please contact the office: 01274 415222

I look forward to meeting you.

Kathryn Shaw

INFORMATION ABOUT COLLABORATIVE LEARNING TRUST

Currently the Trust comprises:

1. Prince Henry's Grammar School, Otley, Leeds
2. Bramhope Primary School, Bramhope, Leeds
3. St Mary's Church of England Primary Academy, Hunslet, Leeds
4. Micklefield Church of England Primary Academy, Micklefield, Leeds
5. All Saints Church of England Primary School, Little Horton Green, Bradford
6. Trinity All Saints Church of England Primary School, Bingley
7. Ashfield Primary School, Otley, Leeds
8. St Oswald's Church of England Primary School, Guiseley, Leeds
9. The Whartons Primary School, Otley, Leeds (*expected to join June 2026*)

VISION

The Collaborative Learning Trust will be recognised as a highly successful learning community that provides outstanding, sustainable, and inclusive 'nursery to 19' education for young people of all abilities. Students will leave Collaborative Learning Trust schools having enjoyed their education and developed into lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to, and succeed in, our 21st century society.

Our vision is underpinned by the following values:

- **Education for the common good of the whole community** – supporting the development of lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to society
- **Education for dignity and respect** – a focus on equality for all, trust, integrity, respect and an appreciation of diversity
- **Education for wisdom, knowledge and skills** – high quality teaching and learning designed to secure the 'all round' education of young people and engender a passion and enthusiasm for learning
- **Education for hope and aspiration** – a culture of aspiration and success (in students, staff and governance)

This will be achieved through:

- A commitment to a genuinely collaborative approach to ensure sustained school improvement towards the vision
- Strong ethical leadership and behaviour at all levels
- Autonomous ethos and identity for each school, whilst sharing core values and vision across both church and non-church schools
- Effective staff professional development and opportunities for excellent practitioners to develop their career

'We as a Trust have signed up to the Yorkshire and Humber climate action pledge, making a commitment to protecting the climate and nature'

COLLABORATIVE LEARNING TRUST EMPLOYEE BENEFITS

The Collaborative Learning Trust promotes employee wellbeing across all of our schools. One of the many ways we implement this is through our fantastic employee benefits which include:

Employee Assistance Programme:

A 24/7 confidential advice and counselling helpline available at no cost to all employees.

Pension Scheme:

We offer a fantastic teaching and support staff pension scheme.

Cycle to work scheme:

Spread the cost of a new bike over 12 or 24 months through salary sacrifice (terms and conditions apply).

Home and Tech scheme:

Spread the cost of a Curry's, John Lewis, or Ikea gift card over 12 months through salary sacrifice (terms and conditions apply).

bYond:

A pre-paid card that lets you earn cashback when shopping at your favourite stores.

Extras discounts:

Save up to 10% on the upfront cost of a wide range of big-brand gift cards.

Tastecard Promotions:

Discount on an annual subscription which allows you to Save up to 50% off at hundreds of participating restaurants.

RAC Membership Cover:

A 12 month salary sacrifice offering different levels of cover options for up to 4 vehicles (terms and conditions apply).

JOB DESCRIPTION: LEARNING SUPPORT ASSISTANT - SEN RESOURCE PROVISION

Name:	
Job Title:	Learning Support Assistant- SEN Resource Provision
Salary Grade:	NJC Grade B1-B3 Scale Points 4-11 Actual Salary £19,794.08 - £22,118.13
Contract Type:	Term Time Only – 34.5 Hours Per Week Permanent
Responsible to:	Teacher in Charge

PURPOSE OF ROLE

To support the learning, development and wellbeing of pupils accessing the SEN Resource Provision, all of whom have complex additional needs. The post holder will work under the direction of the Resource Provision Lead and class teachers to deliver high-quality, personalised support that enables pupils to access learning, develop independence, and make progress against their individual targets.

The role involves working with pupils on a 1:1 basis, in small groups, and within mainstream classes where appropriate, ensuring that provision is ambitious, inclusive, safe, and responsive to each child’s needs.

DUTIES

Supporting Learning and Development

- Implement structured learning activities, interventions and therapy-informed programmes tailored to pupils with complex SEN, including communication, sensory, physical, social and emotional needs.
- Support pupils to access a differentiated curriculum, using specialist strategies such as visual supports, sensory regulation tools, communication aids, and structured routines.
- Monitor and record pupil progress against personalised learning outcomes and EHCP targets, providing feedback to the Teacher in Charge, Class Teacher, and SENCo.
- Prepare learning spaces and resources to meet the needs of pupils, including sensory equipment, communication tools and adapted materials.

Working with Pupils

- Provide consistent, nurturing support to pupils with a range of needs including autism, speech and language difficulties, physical disabilities, sensory processing differences, and social, emotional and mental health needs.
- Promote independence, emotional regulation and positive behaviour through agreed strategies and personalised support plans.
- Support pupils during transitions, unstructured times, and when accessing mainstream classes, ensuring safety, inclusion and emotional wellbeing.

- Assist with the development and implementation of Individual Education Plans, Behaviour Support Plans, and Personal Care Plans.

Personal Care and Wellbeing

- Attend to pupils' personal care needs, including toileting, dressing, feeding, mobility and hygiene, following training and using appropriate equipment safely.
- Support pupils with medical or physical needs as required, following training and school procedures.
- Maintain high standards of care, dignity and safeguarding at all times.

Teamwork and Professional Practice

- Work collaboratively with the Room Lead, Teacher in Charge, Class teacher, SENCO and therapists to deliver a consistent, high-quality provision.
- Contribute to assessment, planning and review meetings as required.
- Assist in mentoring new staff or students, modelling best practice in SEN support.
- Maintain confidentiality and uphold the ethos, values and policies of the school and Resource Provision.
- Follow safeguarding procedures and highest standards of professional behaviours by noticing, challenging and supporting team members appropriately when necessary.
- Communicate a culture of respect.
- Take an active role in joint reflection and discussion regarding students and provision practice.
- Communicate challenges experienced, giving and seeking support where necessary.

Family and Community Engagement

- Build positive relationships with parents and carers, sharing information appropriately and supporting their involvement in their child's learning.
- Represent the Resource Provision positively in interactions with external professionals, agencies and visitors.

Additional Responsibilities

- Participate in training, supervision and professional development linked to SEN practice, including communication approaches, behaviour support and medical needs.
- Support pupils during out-of-school activities, educational visits and community learning opportunities.
- Undertake first aid duties (following training) and contribute to the safe running of the provision.

Carry out any other duties reasonably requested by the Teacher in Charge, Class Teacher, and SENCo.

To undertake any other reasonable duties as commensurate with the post as determined by the head teacher.

ENVIRONMENTAL DEMANDS / WORKING CONDITIONS

- Work will take place within the SEN Resource Provision, mainstream classrooms and wider school environment.
- The role involves regular manual handling, use of specialist equipment, and supporting pupils who may present with challenging behaviour.
- Flexibility is required to attend meetings, training and events outside normal hours when necessary.
- The post holder will have regular contact with parents, external professionals and members of the public.

HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

SAFEGUARDING

Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.

In line with KCSiE 2025, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.

Signed

Date

PERSON SPECIFICATION - LEARNING SUPPORT ASSISTANT – RESOURCE PROVISION

Title of Post	Learning Support Assistant – Resource Provision		
Specification Prepared By	HR Assistant		
Date	April 2026		
Qualifications		Essential/ Desirable (E/D)	How identified
1.	Good standard of general education, including GCSE English and Maths (or equivalent)	E	Application and Selection process
2.	Willingness to undertake training relevant to the role, including safeguarding, behaviour support, communication approaches, and personal care	E	
3.	Level 2 or Level 3 Teaching Assistant qualification (or equivalent)	D	
4.	Training in specific SEN approaches (e.g. PECS, Makaton, TEACCH, sensory integration, Team Teach/positive handling)	D	
5.	First Aid qualification or willingness to train	D	
Experience and Professional Development		Essential/ Desirable (E/D)	How identified
1.	Experience of working with children or young people in an educational, childcare or community setting.	E	Application and Selection process
2.	Experience supporting individuals with additional needs, including communication, sensory, physical or social/emotional needs.	E	
3.	Experience working as part of a team to support learning or wellbeing.	E	
4.	Experience working within a specialist SEN setting, resource provision or alternative provision.	D	

5.	Experience supporting pupils with complex needs, including autism, SEMH, physical disabilities or speech and language needs.	D	
6.	Experience delivering small group or 1:1 interventions.	D	
Knowledge		Essential/ Desirable (E/D)	How identified
1.	Understanding of child development and how children learn.	E	Application and Selection process
2.	Awareness of a range of SEN and how these may impact learning, behaviour and communication.	E	
3.	Understanding of safeguarding, confidentiality and professional boundaries.	E	
4.	Awareness of inclusive practice and the importance of equality and diversity.	E	
5.	Knowledge of EHCPs and personalised learning targets.	D	
6.	Understanding of sensory needs and regulation strategies.	D	
7.	Awareness of augmentative and alternative communication (AAC) systems.	D	
Skills and Abilities		Essential/ Desirable (E/D)	How identified
1.	Ability to build positive, trusting relationships with pupils, including those with complex needs.	E	Application and Selection process
2.	Ability to follow structured programmes, behaviour plans and personalised learning approaches.	E	
3.	Strong communication skills, both written and verbal.	E	
4.	Ability to adapt learning materials and approaches to meet individual needs.	E	
5.	Ability to remain calm, patient and consistent when supporting pupils with emotional or behavioural challenges.	E	

6.	Ability to work independently and as part of a multi disciplinary team.	E	
7.	Ability to maintain accurate records and provide clear feedback to teachers.	E	
8.	Ability to support pupils with personal care needs (following training).	E	
9.	Ability to use visual supports, communication aids or sensory tools effectively.	D	
10.	Ability to contribute to planning and reviewing personalised support.	D	
Personal Attributes		Essential/ Desirable (E/D)	How identified
1.	Warm, nurturing and child centred approach.	E	Application and Selection process
2.	A commitment to continuing professional development	E	
3.	Resilience and emotional stability when working with pupils with complex needs.	E	
4.	Flexibility and willingness to adapt to changing needs and routines.	E	
5.	Commitment to promoting independence, dignity and inclusion for all pupils.	E	
6.	Reliable, punctual and professional.	E	
7.	Positive attitude and willingness to learn new skills.	E	
8.	Willingness to participate in training, meetings and school events as required.	E	
9.	Willingness to undertake manual handling, personal care, and medical support tasks (following training)	E	
10.	Creative approach to problem solving and supporting engagement.	D	
11.	Enthusiasm for contributing to the wider life of the Resource Provision and school.	D	
12.	Commitment to upholding the schools' and the Trust's ethos, values, policies and procedures	E	

Equal Opportunities		Essential/ Desirable (E/D)	How identified
1.	Acceptance of, and a commitment to, the principles of the schools' and the Trust's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to all protected characteristic in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this	E	
Personal Circumstances		Essential/ Desirable (E/D)	How identified
1.	Legally entitled to work in the UK	E	ID
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	Completion of Criminal Background declaration, online search, and Enhanced DBS check
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Pre-Employment Health Declaration

4.	Willingness to work additional hours, occasionally, if required for the successful operation of the Trust	D	
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GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM

Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

REFERENCES

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting, then one of the referees must be the current Headteacher. Friends and family cannot be used as referees.

If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required.

Safer Recruitment procedures require that we contact at least one referee before interview.

EMPLOYMENT HISTORY

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g.. Reception Teacher M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

EDUCATION HISTORY

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:i. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

OTHER COURSES OR PROFESSIONAL DEVELOPMENT

Please include any professional development that may be relevant including dates and grades obtained.

INFORMATION TO ADDRESS THE PERSON SPECIFICATION

Please use the sections provided to detail your Skills & Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure & Barring Service to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.
- All applicants who are offered employment in a school will be subject to an Enhanced Disclosure and Barring Service (DBS) check. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant. A statement advising that a Disclosure will be requested in the event of the individual being offered the position will be shown in all job adverts and recruitment packs.
- We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013).
- We ensure that staff involved in recruitment have received appropriate guidance on the relevant legislation relating to the employment of exoffenders (e.g. the Rehabilitation of Offenders Act 1974 and its amendments in 2013) and know how to access advice and support.
- You will have the opportunity for an open and measured discussion on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment or disciplinary action which could result in dismissal.

- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to ensure that any matter revealed in a Disclosure is discussed with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.



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