



LEARNING SUPPORT ASSISTANT/S

INFORMATION FOR APPLICANTS

NJC Grade B1 - B3 Scale Point 4 -11

Actual Salary £18,216.29 - £20,034.53 Per Annum

Term Time Only – 31.25 Hours Per Week

Fixed Term until 31st August 2026

Required ASAP



LEARNING SUPPORT ASSISTANT/S

Location: All Saints C of E Primary School

Contract: Fixed Term until 31st August 2026, Term Time Only

Closing Date: Sunday 22nd February 2026

Selection Day: Thursday 26th February 2026

LEARNING SUPPORT ASSISTANT/S

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 Chief Executive Officer
- 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 **Sunday 22nd February 2026**. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately, and the selection day will take place on **Thursday 26th February 2026**.

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

We seek to appoint 2 experienced, enthusiastic and committed Learning Support Assistants as soon as possible. The successful applicants will work across our 2 school sites supporting a child/children with complex needs in class and within small groups.

1 position will be initially working with children with complex needs in our Redwood provision.

The other position will initially involve working across the 2 school sites with 1:1 and small groups of children.

These roles are term time only and fixed until 31st August 2026, in the first instance.

INFORMATION FROM THE HEADTEACHER ALL SAINTS C OF E PRIMARY SCHOOL

Dear Applicant,

Thank you for your interest in becoming a Learning Support Assistant. It is an exciting time to be part of All Saints Church of England Primary School, following our recent Ofsted inspection we continue to develop our provision for SEND pupils.

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.

All Saints joined the Collaborative Learning Trust in 2022, <https://collaborativelearningtrust.com>; A Multi Academy Trust founded on existing school partnerships in Yorkshire.

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 (Expected to join March 2026)
9. The Whartons, Otley, Leeds (Expected to join April 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

Name:	
Job Title:	Learning Support Assistant
Salary Grade:	NJC Grade B1 - B3 Scale Points 4 -11 Actual Salary £18,216.29 - £20,034.53 Per Annum
Contract Type:	Term Time Only – 31.25 Hours Per Week Fixed Term until 31st August 2026
Responsible to:	Headteacher

PURPOSE OF ROLE

To enable learning and development of pupils with complex additional needs to allow them to access learning as part of a teacher planned approach, either with groups of pupils or individual pupils on a one to one basis. To support the class teacher in a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils. To assist the team in ongoing assessment which will inform planning and provision.

Main Duties

- Implement the personalised and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined outcomes as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils
- Will prepare the classroom as directed to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Interact with your team; demonstrate the ability to work within a team, and on your own initiative, whilst providing a stimulating and interactive environment for the children.
- Implement the activities relevant to the age, and needs of the children encouraging an enthusiasm to learn.
- To show the ability in identifying potential issues concerning a child and the ability to communicate effectively with the management team.
- Assist in the training and mentoring of new Students and be a good role model, respect the confidentiality of information received, and maintain the School's Standards at all times
- Effectively liaise with parents, encourage their involvement, so they are involved with all the aspects of their child's learning.

- Participate in out of hour's activities e.g. fund raising, training, conferences or social events as arranged by the School.
- Will supervise and support pupils consistently at all times, including those with additional needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Promote the inclusion and acceptance of all pupils across mainstream and specialist provisions
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Follow structured guidelines as a team player
- Adapt to the changing needs and demands of pupils in the moment
- Attend to the pupils' personal needs, implementing and maintaining related personal care programmes with the correct use of care materials including the safety and well-being of the pupils and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- An awareness of and will comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Contribute to the overall ethos/work/aims of the school
- Complement, appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Support, uphold and contribute to the development of the schools Equality policy and practices in respect of both employment issues and the delivery of services to the community
- Undertake the role of 1st Aider, on a rota basis, following suitable training
- Supervising children at unstructured times
- Deliver specific interventions linked to children need.

Environmental Demands/Working Conditions:

- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you
- Work in an environment that is fast moving and can be unpredictable
- Report all concerns to an appropriate named person.

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

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

Title of Post	Learning Support Assistant		
Specification Prepared By	Senior HR Assistant		
Date	February 2026		
Qualifications	Essential/ Desirable (E/D)	How identified	
1. GCSE English and Maths at Grade A- C or equivalent e.g. Adult Literacy/Numeracy at Level 2	E	Application and Selection process	
2. Other related qualifications relevant to this level post e.g. Level 2 NVQ in Health/Childcare, First aid qualification	E		
3. Evidence of further training/development e.g. Team Teach, Moving & Handling, Special Educational Needs.	D		
Experience and Professional Development	Essential/ Desirable (E/D)	How identified	
1. Experience of working in a team situation.	E	Application and Selection process	
2. Experience of working with pupils who have complex additional learning needs- Speech Language and Communications, Autism Spectrum, Moderate Learning Difficulties.	E		
3. Experience of working with or caring for children of relevant age.	E		
4. Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level.	E		
5. Experience recognising the additional vulnerabilities of pupils with SEND	D		
Knowledge	Essential/ Desirable (E/D)	How identified	

1.	Understanding of child development and learning	E	Application and Selection process
2.	An understanding of the issues relating to pupils who have special educational needs.	E	
3.	Understanding of relevant polices/codes of practice and awareness of relevant legislation.	D	
4.	General understanding of national/foundation stage curriculum and other basic learning programmes/ Strategies.	D	
5.	Basic understanding of EHCP regulations	D	
Skills and Abilities		Essential/Desirable (E/D)	How identified
1.	Good communication and problem solving.	E	Application and Selection process
2.	Basic IT skills.	E	
3.	Ability to work constructively as part of a team.	E	
4.	Ability to remain calm under pressure.	E	
5.	Demonstrate good co-operative, interpersonal and effective listening skills.	E	
6.	Maintain confidentiality in matters relating to the school, its pupils, parents or carers.	E	
7.	Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties and be able to help pupils with self-care/intimate care when necessary.	E	
8.	In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level.	E	
Personal Attributes		Essential/Desirable (E/D)	How identified
1.	A commitment to positive teamwork and collaboration to achieve results	E	Application and Selection process
2.	A commitment to continuing professional development	E	

3.	A high standard of professional appearance	E	
4.	Adaptability to changing circumstances and new ideas	E	
5.	A sense of humour and perspective	E	
6.	Excellent interpersonal skills, approachable to all members of the Trust	E	
7.	An appetite and stamina for challenging work	E	
8.	A solution-focused mindset and determined "no excuses" approach to raising standards	E	
9.	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 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 defendants, 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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A PROUD PART OF



**COLLABORATIVE
LEARNING TRUST**

Working Together to Secure Success