JOB DESCRIPTION – Learning Support Assistant

Job title	Learning Support Assistant
Responsible to:	SENDCO/Deputy Headteacher/Head of School
Responsible for:	The postholder will work under the guidance and direction of the SENDCo and the overall supervision of teachers to assist and support teaching and learning. Duties may be carried out with individual students or groups of students within the classroom or in other learning environments across the school.
Liaising with:	Teaching Staff
Working time:	30 hours per week, term time only + 5 TED days. 8.15 – 3.15pm Monday to Friday
Effective from:	September 2026

Studley High School Aims:
Studley High School is a comprehensive school where a unique partnership exists between staff, parents, students and our wider community. We are proud of our school and the education and opportunities we offer. We promote excellence in all that we do so that everyone at Studley High school can support the school aims.

- We believe in high expectations for all members of the school community.
- We believe students should develop an enthusiasm for learning and that they should willingly seek to gain knowledge and understanding about the world around them.
- We believe students should be provided with the guidance, information and resources necessary to help them learn.
- We believe it is our duty to teach students the skills necessary for effective and efficient learning.
- We believe that students should develop a sense of pride in themselves and their school, so that they always aim to achieve the highest possible standards of work in all subjects.
- We believe that we should create an environment that fosters the personal qualities, skills and self-confidence necessary for success in their chosen career and personal life.
- We believe in developing high levels of self-esteem, self-confidence and resilience in our students.
- We believe that students should develop a sense of respect for themselves, other individuals and their environment.
- We believe in promoting high levels of wellbeing for all.
- We believe in demonstrating the Studley Values in the students' day to day experience.
- We believe students can accept responsibility for their own behaviour.
- We believe in restorative interventions that support students, reflecting on decisions they have made and helps develop effective character and learning habits.
- We believe that behaviour and conduct that goes 'above and beyond' should be acknowledged and rewarded.
- We believe every student can meet our expectations.
- We celebrate when students demonstrate evidence of our key values.

We believe that these aims are more likely to be achieved if there is togetherness/partnership between the school, the students and the parents based on mutual trust, respect and understanding.

Studley High School Values – Our Culture

Our ethos is called 'The Studley DNA' and encompasses what it means to be a part of the Studley community. The first strand of DNA is a set of values that we will strive to live by each and every day and we will aim to demonstrate these in everything we do:

Kindness | Respect | Responsibility | Aspirational | Resilience | Independence | Creativity

As well as our values, we also want students to leave us with a second strand of DNA: skills…

Teamwork | Communication | Reflective | Adaptability | Leadership | Critical Thinking | Study skills

Responsibilities

To students:

- Support individual students and groups of students, including those with Special Educational Needs and Disabilities (SEND), during independent and collaborative learning activities. Adapt and clarify tasks, reinforce key learning objectives, concepts and vocabulary, and use appropriate strategies, resources and practical equipment to meet individual needs. Provide targeted support to remove barriers to learning, promote engagement and participation, develop independence and self-confidence, and help students remain focused and motivated.

- Support the delivery of planned interventions (in class or other learning environment within the school i.e. Support Hub)

- Read and understand curriculum maps and co-ordinate with curriculum leads for further guidance on unknown knowledge areas.

- Support the delivery of planned interventions (in class or in the inclusion hub) designed by the teacher or SENCO, following the agreed programme and recording what has been covered. Use specialist skills, knowledge and training to support students in specific areas (e.g. literacy, numeracy) **as directed**.

- Assist with the monitoring, implementation and providing information when updating of individual education/behaviour plans and passports.

- Establish productive working relationships with students, acting as a role model and setting high expectations. Promote the inclusion and acceptance of all students within the classroom, encourage them to interact and work co-operatively with others and engage all in activities.

- Support within tutor time including small group and 1:1 interventions as per the need in school.

- Support students consistently whilst recognising and responding to their individual needs.

- Promote independence and the development of self-esteem. Monitor and provide for the care, safety and welfare of students

To teachers:

- Be actively involved in the day-to-day management of the learning environment with direction from the teacher, including assisting with the preparation of adaptative resources.
- Assist with the delivery and evaluation of lessons/activities planned by the teacher.
- Support at parents evenings, transition events, information events where appropriate.
- Monitor individual/group achievements, progress and responses to learning activities, providing feedback to the teacher; contribute observations to the teacher's assessment of students. Record information relevant to the assessment and review of progress.
- Support with individual and peer marking of students and undertake closed marking of student work against a mark scheme (e.g. tests, multiple-choice, spelling).
- Support the implementation of strategies to manage student behaviour and help manage student behaviour.
- Undertake admin tasks as appropriate, e.g. producing worksheets for agreed activities and supporting controlled assessment.

For the curriculum:

- Assist in implementation.
- Assist in the introduction to the lesson and interact with the teacher and students as required.
- Deliver agreed learning activities/teaching programmes, adjusting to student responses
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Attend curriculum meetings throughout year.

Staffing:

- To take part and positively engage with the school's Continual Professional Development programme by participating in arrangements for further training and professional development.
- To continue personal development.

- To engage actively in the Shires Professional Development Cycle.

- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Communications & liaison

- Develop and maintain positive and professional relationships with parents and carers of identified students, communicating regularly to share information on progress, wellbeing, attendance, interventions and support strategies, in liaison with the SENDCo and relevant school staff.

- To communicate effectively with Heads of subjects, associate staff and Leadership group.

- Communicate effectively with other staff members and students, and with parents and carers under the direction of the SENCO, teachers, Senior Leaders.

- Share knowledge and understanding of students with other school staff to support informed decision-making.

- To follow agreed policies for communications in the school.

Other areas of responsibility

- Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Learning Support Assistant will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Commitment to Safeguarding Children
Studley High School is committed to safeguarding and promoting the welfare of children and young people. Safeguarding is everyone's responsibility, and all staff, volunteers and adults working in or on behalf of the school are expected to share this commitment and act in the best interests of children at all times.

The postholder will be expected to:

- promote and safeguard the welfare of all children and young people who they are responsible for, or come into contact with, in line with statutory guidance, including *Keeping Children Safe in Education*, *Working Together to Safeguard Children*, the school's Child Protection and Safeguarding Policy, Staff Code of Conduct, Behaviour Policy, Online Safety Policy and all relevant school procedures;
- provide a safe, respectful and supportive environment in which children can learn, feel secure, and are able to raise concerns, knowing they will be listened to, taken seriously and supported;
- remain vigilant to the signs and indicators of abuse, neglect, exploitation and harm, including online harm, child-on-child abuse, sexual violence and sexual harassment, radicalisation, mental health concerns, children missing from education, and any wider contextual safeguarding risks;
- identify concerns early, exercise professional curiosity, and take timely and appropriate action where a child may need early help, protection or additional support;

- report any safeguarding or child protection concerns promptly to the Designated Safeguarding Lead, or a Deputy Designated Safeguarding Lead, in accordance with school procedures, ensuring that concerns are recorded clearly, accurately, factually and confidentially;
- understand that concerns about the conduct of staff, supply staff, volunteers, contractors or any adult working in or on behalf of the school must be reported in line with the school's allegations and low-level concerns procedures. Concerns about staff should normally be reported to the Headteacher; concerns about the Headteacher should be reported to the Chair of Governors or Trust, as set out in school policy;
- maintain appropriate professional boundaries with students and uphold the highest standards of personal and professional conduct, including online conduct, in accordance with the Staff Code of Conduct and safer working practice expectations;
- complete all required safeguarding and child protection training, including online safety, filtering and monitoring, Prevent and any role-specific training, and take personal responsibility for keeping safeguarding knowledge up to date;
- understand and follow the school's procedures for information sharing, confidentiality, record keeping, referrals to external agencies, managing disclosures, and supporting children following a safeguarding concern;
- contribute to a culture of openness, vigilance, transparency and professional challenge, where safeguarding concerns, including low-level concerns, are shared responsibly and acted upon appropriately;
- support the school's safer recruitment culture by understanding that safeguarding checks, references, identity checks, online searches where appropriate, and ongoing vigilance form part of the school's approach to preventing unsuitable adults from working with children;
- act at all times in a way that prioritises the safety, welfare, dignity and best interests of children and young people.

School Ethos: - 'The Studley DNA'
Our ethos, known as *The Studley DNA*, defines what it means to belong to the Studley community. Just like human genetics, we believe there are inherent qualities that shape a 'Studley student'. This ethos underpins every aspect of school life and is central to our vision of developing well-rounded, responsible individuals who leave us as the very best version of themselves.

The first strand of our DNA consists of the core values we strive to embody each day: **Kindness, Respect, Responsibility, Aspiration, Resilience, Independence and Creativity.**

These values are actively promoted across the curriculum and are embedded in our systems of recognition and accountability, ensuring that students consistently live and demonstrate these expectations in all aspects of school life.

Alongside these values, we are committed to nurturing a second strand of DNA: the essential skills our students need to succeed as future leaders, thinkers and collaborators.

These include:

Teamwork, Communication, Reflection, Adaptability, Leadership, Critical Thinking and strong Study Skills.

As educators, we recognise the profound responsibility we hold in shaping young people. Our aim is to foster not only academic success but also a community of principled, capable and aspirational individuals.
The Head of School plays a pivotal role in championing and embedding this ethos by:

- Leading by example, actively promoting the values and expectations of the Studley community and inspiring staff and students to do the same.
- Ensuring that all strategic priorities and corporate policies are implemented with consistency, integrity and a commitment to high standards.
- Demonstrating an unwavering commitment to safeguarding, wellbeing, and health and safety, ensuring a secure and supportive environment for all.
- Upholding the highest standards of professional conduct, including strict adherence to GDPR and confidentiality requirements.
- Fostering a culture of trust, accountability and mutual respect in line with the school's Code of Conduct.

Through strong, values-driven leadership, the Head of School will ensure that *The Studley DNA* is not only articulated but lived and experienced by every member of the school community.

Equalities
To demonstrate a clear understanding of, and full compliance with, the Trust's Equality Information and Objectives Policy, ensuring that all actions, decisions, and practices reflect a firm commitment to equality, diversity, and inclusion.

To actively promote equality of opportunity for all members of the school community, fostering an inclusive culture where differences are respected, celebrated, and valued.
To ensure that all students and staff are treated fairly and with dignity, and that barriers to participation, achievement, and progression are identified and addressed effectively.

To lead by example in challenging discrimination, prejudice, and stereotyping in all forms, promoting a culture of openness, respect, and high expectations.

To ensure that equality considerations are embedded within all areas of leadership, including curriculum design, staff development, student support, and policy implementation.

To support the Trust's commitment to diversity by promoting inclusive practices and ensuring that the school environment enables every individual to thrive.

Special Requirements:
An enhanced Disclosure and Barring Service (DBS) check and references will be requested in the event of a successful applicant. Where applicable, a prohibition from teaching check will also be completed.

Signatures:
The school will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade. The job description should be seen as enabling rather than restrictive and will be subject to regular review.

Signed …….
(Issued by – Head of School)

Signed …….
(Received by – staff member)

Dated ……

Dated ……

Person Specification - Learning Support Assistant

Category	Essential Criteria	Desirable Criteria
Qualifications & Training	· GCSE Grade 4/C or above (or equivalent) in English and Mathematics. · Commitment to ongoing professional development and training. · Evidence of relevant training to support children and young people in an educational setting (e.g. SEND, literacy, numeracy, behaviour, safeguarding) or a willingness to undertake required training immediately upon appointment.	· Relevant Level 2 or Level 3 Teaching Assistant qualification. · Training in SEND, literacy interventions, numeracy interventions or behaviour support.
Category	Essential Criteria	Desirable Criteria
Experience	· Experience working with learners to develop emotional literacy, positive mental health, and social skills. · Experience supporting individuals or small groups. Experience working effectively as part of a team	· Experience as a Learning support Assistant or working with children/young people in a transferable role · Working within education · Experience working with learners in KS3 & Ks4 · Experience supporting students with SEND, including EHCPs.

Knowledge & Understanding	· Understanding of child development and barriers to learning. · Ability to communicate clearly with learners and staff Understanding of the importance of confidentiality and professional boundaries. · Understanding of the roles and responsibilities of learning support staff · Commitment to and promotion of safeguarding the welfare of children and young people, and understanding of safeguarding practices in a school environment	· Knowledge of current SEND legislation and the SEND Code of Practice. · Knowledge of assistive technology and ICT tools that support learning.
Skills	· Ability to build positive, professional relationships with students, parents and colleagues. · Ability to support students' learning, engagement and progress in lessons and intervention sessions. · Effective communication skills, both written and verbal. · Ability to record observations accurately and provide feedback to teaching staff. · Ability to organise workload, prioritise tasks and work independently when required. · Ability to promote students' independence, confidence and self-esteem	Creative, practical, or pastoral skills to engage diverse learners Ability to support the use of ICT to enhance learning. Ability to lead small-group intervention programmes independently.

Personal Characteristics	· Adaptable, flexible, and resourceful Positive, patient and resilient approach when working with young people. Ability to maintain confidentiality and act with integrity.	· Desire to learn new skills and grow professionally
Category	**Essential Criteria**	**Desirable Criteria**
	· Professional conduct and high standards for learners and staff · Persistent, reliable, and resilientunder Pressure Commitment to equality, diversity and inclusion.	
Safeguarding & Checks	· Satisfactory Enhanced DBS disclosure certificate (relevant applications and pre-employment checks will be carried out before any job offer is confirmed)	