



**St Elphege's RC Infant and Junior
Schools**



Learning Support Assistant

Job Description

Job Title:	Learning Support Assistant
Salary:	Grade 1C/2 POINT 2 (Dependent on hours & experience)
Line Manager:	Inclusion Team
Start Date:	Autumn Term 2026

LEARNING SUPPORT ASSISTANT

Within the ethos of a Catholic school, the search for excellence is expressed in teaching and learning which responds to the needs and aspirations of its pupils and staff and acknowledges their individual worth as children of God.

PURPOSE OF JOB

- To have high expectations for all children, including those with an EHCP
- To establish supportive relationships with the pupils to whom you are assigned, promoting inclusion and acceptance
- To assist in promoting the learning, independence and personal development of the pupils to whom you are assigned, to enable them to make best use of their educational opportunities available to them and to make progress from their starting points.
- To support pupils who require personal and intimate care
- To contribute and plan for the preparation, delivery and evaluation of learning experiences, to enhance the children's physical, intellectual, emotional, social and moral development
- To contribute to the provision and maintenance of a healthy, stimulating, safe and aesthetically pleasing learning environment
- To contribute to raising standards of achievement for the pupils with SEND by monitoring and assessing progress, reporting to the class teacher and inclusion team
- To create learning opportunities which foster the individual interests and strengths of pupils
- To engage pupils at all stages of development so they enjoy and make progress in their learning and understanding
- Where appropriate under teacher direction, to provide particular support for groups of children, including those with special educational needs, EAL and more able children, to help them access the curriculum
- To assist with the planning, development and implementation of Education Health Care Plans

DEVELOPING THE FAITH LIFE OF SCHOOL

- To promote the Catholicity of the school in all areas of worship, assemblies, learning and relationships.
- To maintain the Catholic ethos of the school where all members of the school community are respected and valued for their uniqueness.
- Have regard for and contribute to the Catholic ethos of the school which aims to assist the children in their spiritual growth as individuals and members of a community.
- To make the School's Mission Statement an active part of school life.
- To maintain a happy school where all pupils are well behaved and considerate of each other

PUPIL SUPPORT

To aid the pupils to learn as effectively as possible both in group situations and on his/her own by, for example:

- Clarifying and explaining instructions with the use of visuals
- Adapting resources to suit the needs of the pupils using a variety of media including technology, where appropriate
- Ensuring pupils are able to use equipment and materials provided
- Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
- Providing interventions given by the outside agencies, e.g. speech and language therapy, occupational therapy etc.
- Using praise, commentary and assistance to encourage pupils to concentrate and stay on task
- Liaising with class teacher, Inclusion Team and other professionals about provision and learning plans and contributing to their planning, review and delivery as appropriate
- Consistently and effectively implementing agreed behaviour management strategies
- Helping to make appropriate resources to support pupils
- To promote the acceptance and inclusion of pupils with SEND, encouraging pupils to interact with each other in an appropriate and acceptable manner
- Monitor pupils response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes
- To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem
- To mark pupils' work making appropriate comments about the level of support given
- To support pupils with SEND in developing social skills both in and out of the classroom
- To support the use of ICT in learning activities and with specific programmes to support learning, for example, Lexia
- Where appropriate, to provide regular feedback on the pupil's learning and behaviour to the teacher/Inclusion team, including feedback on the effectiveness of the behaviour strategies adopted
- Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
- When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
- To be aware of confidential issues linked to home/pupil/teacher/school
- To contribute towards reviews of the pupil's progress as appropriate
- To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
- Provide personal care needs of a pupil if necessary

MEMBERSHIP OF THE STAFF TEAM

- Participate in the organisation of the learning environment and the planning of learning activities.
- To work in a collegiate way with all members of staff
- To have a working knowledge of school policies
- Use the systems adopted by the school to observe and assess children and accurately record achievement / progress as directed.
- Carry out PPA or cover responsibilities¹ as appropriate under the direction of the class teacher.
- Use strategies, as part of the team, to support children to achieve their learning goals.
- Provide feedback on assessments to planning sessions in order to influence further plans.

SUPPORT FOR THE CURRICULUM

- Assisting in the delivery of the curriculum in line with the needs of the child alongside National Curriculum requirements, School Policies and the School Improvement Plan and Individual learning plans
- Assisting class teachers and the Inclusion team in the implementation of intervention/booster programmes as appropriate
- General supervision or 1:1 support at break times and lunchtimes, as appropriate
- Assisting with the development of children's social skills
- Attendance at meetings as required by the Senior Leadership Team.
- Share in whole class teaching under the guidance of the class teacher, e.g. phonics activities, guided reading
- Engage in Phonics (Read, Write Inc.) training and deliver sessions to groups when directed to by the class teacher or SLT
- Support the use of ICT in learning and teaching activities and develop children's competence and independence in its use.
- Prepare, maintain and use equipment / resources required within the planning and assist children in their use.
- Accompany teaching staff and the child under your supervision on visits, trips and out of school activities as required.

SUPPORT FOR THE SCHOOL AND PROFESSIONAL CONDUCT

- Have a commitment to Professional Development
- Participate in staff meetings, school training days and twilight sessions
- Participate in the appraisal process and in any training as required.
- Be aware of and comply with all relevant school and national policies and procedures including but not limited to child protection, health and safety, security and data protection and understand your duty to report all concerns to the appropriate member of staff.
- Be aware of and comply with requirements regarding confidentiality.
- Always carry out the role with high standards of professional conduct and behaviour.
- Maintain high standards of attendance and punctuality.
- From time to time, be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description, as requested by the Head Teacher.

Signed: _____ Date: _____

¹ COVER RESPONSIBILITIES INCLUDE LEADING THE CLASS SESSIONS DURING TERMLY ASSESSMENT MEETINGS SUCH AS PROGRESS MEETINGS, TARGET SETTING MEETINGS AND REVIEW, REFLECT & RESPOND (RRR) CURRICULUM MEETINGS.

LEARNING SUPPORT ASSISTANT - PERSON SPECIFICATION

Ethos	A commitment to the vision and aims, as detailed in the Mission Statement. The person will undertake an enhanced Disclosure and Bared Service (DBS) check and the references will be requested.	Essential
Qualifications	LEVEL 3 NVQ – CACHE – NNEB or equivalent in childcare	Desirable
Qualification + Experience	English and Maths GCSE or equivalent	Essential
	At least 2 years' experience of working with children in an education or other setting.	Desirable
	Qualified first aider	Desirable
Knowledge and skills	A good understanding of how to support pupils with SEND	Essential
	A good understanding of the National Curriculum	Essential
	A sound understanding of child development and learning	Essential
	Good oral and written communication skills	Essential
	The ability to keep accurate records	Essential
	A good knowledge of safeguarding issues	Essential
	The effective use of ICT to support learning.	Desirable
Attributes	A good team player	Essential
	The ability to manage time well and to work independently	Essential
	To be flexible and patient, prepared to adapt when necessary	Essential
	A positive person who uses their initiative to find solutions to problems	Essential
	A cheerful disposition and a good sense of humour	Essential
The Federation of St. Elphege's and Regina Coeli Catholic Schools is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check and satisfactory references.		