

Primary SEND Learning Support Assistant

EYFS (reception)

Job Description and Person Specification

Salary & hours

Actual annual salary £17,875 - Full time equivalent £24,925 - with effect from 01 September 2025

Part-Time: 32.5 hours per week, Mon-Fri inclusive, 8:45am-3:45pm (incl. a 30 minute unpaid lunch break) Term-time only plus 5 INSET days

Primary Objective

The successful candidate will form part of our SEND team; working with a small group of children with complex needs, often on a 1-2 or 1-1 basis, but always as part of a team. The SEND LSA role involves building excellent relationships with individual pupils in order to meet their social and emotional needs, as well as providing assistance in overcoming barriers to learning in order that our pupils reach their full potential. You will liaise with the class teacher to provide access to the curriculum; increasing pupils' inclusion within the classroom, as well as providing individualised curriculum opportunities outside of the mainstream classroom. The successful candidate will work proactively and professionally with pupils, other staff, parents/carers, governors and external agencies in the best interests of pupils; taking responsibility for promoting and safeguarding the welfare of children and young people within the school whilst maintaining the school's positive ethos and promoting the values of the school.

Roles and responsibilities - Pupil development & wellbeing

1. Commit to and promote the approaches of Consciousness-based Education (training will be provided)
2. Form and maintain appropriate, professional relationships and boundaries with the pupil and parents.
3. Contribute to the health and wellbeing of the pupil
 - Understand the needs of the pupil in your care, eg. ASD, ADHD, etc
 - Give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and to develop self-reliance and positive self-esteem
 - Recognise signs of pupil discomfort/stress and offer reassurance
 - Report illness, or suspected, to the appropriate staff
 - Report safeguarding concerns to the appropriate staff
4. Be aware of, and implement as necessary, strategies to assist the pupil to respond positively to inclusion in group activities, as well as individual activities
5. Employ strategies agreed by school to raise self-esteem, such as rewards systems
6. Provide a written record on the effectiveness of support/intervention strategies adopted.

Roles and responsibilities - Teaching & learning



1. Have the skills necessary to support the use of ICT in learning activities and to develop, maintain and deploy learning aids and materials
2. Have the skills necessary to contribute to the planning of teaching and learning for individual pupils on a short, medium and long-term basis
3. Be competent and experienced in supporting individuals on a 1-2 or 1-1 basis
4. Mark and assess a pupil's work under the direction of the class teacher as required

Roles and responsibilities - Professional development:

1. Learn and regularly practise Transcendental Meditation, and attend any training provided to expand knowledge of Consciousness-based Education
2. Undertake CPD opportunities provided by the school
3. Where appropriate, take part in the professional development of others
4. Take part in the school's appraisal procedures

Roles and responsibilities - Personal & professional conduct

1. Uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school, including maintaining confidentiality at all times.
2. Have proper and professional regard for the ethos, policies and practices of the school, as outlined during the school's induction process, and maintain high standards of attendance and punctuality

Roles and responsibilities - General:

1. Have a patient, positive and "can-do" attitude
2. Demonstrate an understanding of sensory needs and communication difficulties, adapting support to meet the child's individual learning style.
3. Show commitment, reliability and flexibility in responding to the child's needs
4. Work effectively as part of a busy classroom team, supporting the child to engage in activities and develop independence
5. Participate in and lead outdoor learning as part of play-based education

Person specification

Criteria	Qualities	Essen tial	Desira ble
Qualifications and experience	English & maths at GCSE grade C/4 or above or functional skills or a willingness to undertake a functional skills qualification.	✓	



	<p>NVQ 2 and/or equivalent qualification in relevant area.</p> <p>First aid training / training in specific medical procedures as appropriate or willingness to undertake training</p>	✓	✓
Skills and knowledge	<p>Proven successful experience working with or caring for children in any setting.</p> <p>Proven successful experience working within a school.</p> <p>Proven successful experience working with children with disabilities.</p> <p>Basic understanding of child development and learning.</p> <p>General understanding of appropriate curricula for young people with learning disabilities.</p> <p>Knowledge of guidance and requirements around safeguarding children</p> <p>Knowledge of effective, and positive, behaviour management strategies</p> <p>Good ICT skills, particularly using ICT to support learning</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	✓
Personal qualities	<p>Ability to evaluate own learning needs and actively seek learning opportunities.</p> <p>An ability to approach the management of challenging behaviour with sensitivity and patience and via a team-based approach.</p> <p>Patience, empathy, a positive 'can do' disposition, flexibility and 100% commitment to supporting young people with disabilities.</p> <p>The ability to explain things clearly to support learners in making exceptional progress.</p> <p>The ability to work constructively as part of a team, follow line management structures and understand classroom roles and your own position within those responsibilities.</p> <p>The ability to relate well to both children and adults.</p> <p>An interest in further study in the field of Learning Disabilities and ASD.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	



Ethos	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	✓	
	High expectations for children's attainment and progress	✓	
	Evidence of understanding and commitment to inclusion and respect for pupils' individual differences.	✓	
	Commitment to key school plans, policies and procedures, especially the Health and Safety Policy, Child Protection and Data Protection	✓	
	A commitment to maintaining confidentiality at all times	✓	

All appointments are subject to satisfactory references and enhanced DBS clearance.