

LSA & MDA
Recruitment Pack
Required January 2027

‘Believe and achieve. Be the best you can be!’

ABOUT THE LEARNING PARTNERSHIP TRUST:

The Learning Partnership Trust (TLPT) was founded in 2015. We are a small Multi-Academy Trust currently consisting of three primary schools all located within the same geographical area in Essex.

The Board of Trustees are determined to see a high performing and successful Multi-Academy Trust (MAT) that delivers the very best educational experience for all pupils. Our focus is on improving leadership and governance, teaching and learning, raising standards, growing our own leaders, and collaboration. We aim to develop a family of schools that serve the local communities, building a dynamic, local solution to identified and potentially developing needs.

We bring high expectations to everything we do; they are embedded in our culture and our delivery and we are really excited to work with partners who share this ethos.

We have a strong belief in 'learning without limits'. Our primary objective is to create a nurturing, collaborative network of schools that is a beacon of excellence, inclusivity, and equity – empowering our staff, engaging our families, and inspiring every learner to reach their full potential at every stage of their journey.

OUR VISION, VALUES AND CULTURE:

Vision: 'Learning without limits'
Our vision captures our fundamental belief that every child can achieve their full potential when barriers are removed and high-quality education is accessible to all. We don't just want children to do well at school – we want them to have high aspirations, to expand their horizons and help them see what is truly possible for their future.

Mission: It is our mission to ensure that we identify and remove barriers for every child regardless of their starting points or circumstances.

Our Core values: The Learning Partnership Trust is built on three core values: empowerment, integrity and unity. These values guide everything we do and shape our approach to education across our schools.

OUR APPROACH

Empowerment: Collective responsibility and removing barriers
We believe in collective responsibility for every child across our Trust. Each pupil is our shared responsibility, and we work collaboratively to ensure they receive the support, challenge and opportunities needed to thrive. This breaks down traditional school boundaries and creates a unified system where expertise, resources, and best practice flow freely.
We actively identify and remove barriers that prevent children reaching their full potential. We recognise that barriers may exist that we're not always aware of – our 'Rory story'. This acknowledges that children's perceptions of what they can achieve maybe significantly limited compared to reality. We empower pupils by expanding their horizons and helping them see what is truly possible, whether barriers relate to self-belief, socioeconomic factors, SEND or other challenges.

Unity: One school on three sites
We demonstrate unity through genuine collaboration across schools. We share expertise, learn from each other, and build on collective strengths. This ensures every school benefits from the knowledge, skills, and experience of colleagues throughout our organisation. Unity means we are stronger together than we could ever be apart.

Unity means ensuring equity in educational standards across all our schools. Every child deserves access to the same high-quality teaching, rich curriculum, and excellent opportunities, regardless of which school they attend. Equity means providing education of equal quality that is tailored to meet individual needs - recognising that different children require different approaches and support to achieve their best. We systematically identify and address any variations in provision to ensure all pupils receive consistently excellent, personalised education.

Integrity: Inclusion, belonging and honest self-reflection
We are committed to inclusion and creating a genuine sense of belonging for every child. We want pupils to feel as though they matter and belong, ensuring every child feels valued, respected, and able to be themselves. We recognise and celebrate diversity in all its forms and actively work to ensure all pupils can access the curriculum and participate fully in school life, regardless of their background, needs, or circumstances. Acting with integrity means we do what is right for every child, every time.

Integrity means being honest about what we don't know and learning from others. we are outward-facing and actively seek opportunities to engage with others and learn from best practice beyond our organisation. This ensures we remain at the forefront of educational thinking and continuously challenge ourselves to improve.

Empowering our people and community
All three values come together in how we develop our staff and engage our wider community. We empower our staff through professional development, collaborative learning, and opportunities to work with others. By investing in our staff with integrity, fostering unity through shared learning, and empowering individuals to grow professionally, we ensure they have the skills, knowledge, and confidence to deliver outstanding education.

We also strive to empower our wider community - parents, carers, and all stakeholders, to feel confident in the Trust and to add value to our work. We believe that everyone has a voice and a contribution to make. We want everyone to feel valued and to play an active role in supporting our children's education and success.

Welcome to Roseacres Primary School

Thank you for showing an interest in joining our Team at Roseacres.

Roseacres Primary School opened as a new school in September 2015 to meet the growing needs of the Takeley community. Initially opening with 33 pupils in Key Stage 1, the school has grown significantly and now educates just under 200 pupils across a full primary range from Reception to Year 6. Located on the former site of Takeley Primary School, Roseacres continues to evolve alongside the ongoing expansion of the local area, resulting in a sustained demand for high-quality primary provision.

Whilst Roseacres has undergone considerable development and growth since opening, it remains an exciting and purposeful time to join the school. We are a reflective, forward-thinking team who continually review and develop our practice. Recently, we have introduced our own Roseacres Award, aligned to the principles of the Duke of Edinburgh Award, to further enrich pupils' personal development, independence and sense of achievement.

This vacancy is for a SEN Learning Support and Midday Assistant. We welcome applications from candidates with a range of strengths, experiences and expertise. We are seeking someone who shares our values, is a committed team player, and has a genuine passion for supporting children in a safe, positive and inclusive school environment.

As a LSA and Midday Assistant, you will play an important role in supporting pupils with additional learning needs to access education, build confidence and achieve their individual goals. You will ensure pupils have a happy and enjoyable lunchtime experience, promoting good behaviour, encouraging positive social interactions, and supporting the wellbeing of all children.

In your application form, please outline the key qualities you would bring to this role, particularly your ability to work with children, communicate effectively, and contribute to a caring and inclusive school community.

Everything we do at Roseacres is driven by our updated ROSIE values:

- Respect
- Ownership
- Support
- Inclusivity
- Excellence

Roseacres is a happy, welcoming and ambitious school community. We pride ourselves on the strong, family-orientated environment we have built in partnership with our parents and carers, who are highly supportive of the school. This was recognised in our first Ofsted inspection in July 2018 and further endorsed in our most recent inspection in April 2024, where we continued to be judged as good.

If you are excited by the prospect of joining a school that values collaboration, professional growth and child-centred practice, and you feel confident that you can add value to the education of our pupils while contributing to the continued development of our school, we would strongly encourage you to apply.

Please refer to the further particulars and job description for additional information. We warmly welcome prospective candidates to visit the school.

We hope the information provided encourages you to apply, and on behalf of The Learning Partnership Trust, we look forward to receiving your application.

Yours sincerely
Vicky Childs
Headteacher

JOB DETAILS

Job Title:	SEN LSA and Midday Assistant
Reporting to:	Headteacher / Senior teachers
Contract type:	Fixed term to 31.08.27 - Part time – 22.5 hours pw
	(Monday to Friday 9am to 2.00pm)
Pay range:	Scale 3 / Point 6-7 - £26,847 - £27,247 pro rata
Start date:	January 2027

PURPOSE:

To provide tailored 1-to-1 or small group support for students with special educational needs. The role focuses on adapting learning materials, implement specific targets from an Education, Health and Care Plan (EHCP) and managing behaviour and fostering academic, social and emotional independence.

In addition to acting as part of a team, to take care and control of all the children on the school premises during the midday break between the morning and afternoon teaching sessions.

RESPONSIBLITIES:

- Student support: adapt classroom activities and deliver targeted learning or therapy programmes under the direction of the class teacher or SENCo.
- EHCP execution: support and monitor progress against individual education plans and educational health care plans.
- Personal development: nurture the physical, social and emotional welfare of students, promoting self-esteem and inclusion.
- Collaboration: liaise with teachers, parents and external specialists such as speech and language therapists.
- Classroom management: prepare learning materials, assist with classroom routines and support behaviour management strategies.

DUTIES:

- To maintain the safety, welfare and good conduct of the pupils during the midday break
- To teach social skills and games

KEY SKILLS AND REQUIREMENTS:

- Patience and empathy: a calm, positive and motivational demeanour when managing challenging situations or communication barriers.
- Adaptability: the ability to think on your feet and tailor lesson materials to diverse learning styles.
- Observation and reporting: a commitment to promoting and safeguarding the welfare of all children in the school.

- Safeguarding: a commitment to promoting and safeguarding the welfare of all children in the school.

THE APPLICATION PROCESS

We warmly welcome interested candidates to apply by letter / application form and submitting to HR@tlptrust.co.uk.

Closing date:	04.12.2026 at 4.00 p.m.
Shortlisting:	07.12.2026 2026
Interview date:	10.12.2026 or 11.12.2026

THE APPOINTMENT

We are committed to the safeguarding, protection and welfare of children and young people and expect all staff and volunteers to share this commitment. Following Safer Recruitment procedures, all appointments will be subject to an enhanced DBS check, medical clearance and satisfactory references.

The trust is an equal opportunities employer.

It is normal for the Appointment Committee to offer the appointment to the selected candidate on the day of the interview. It is, therefore, important that every candidate be ready to give a definite reply in the event of them being offered the appointment.

The school reserves the right to appoint a suitable candidate earlier than the stated closing date.

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Job Description

Job Title	Learning Support Assistant
Grade	Scale 3
Reports to	Headteacher, Class Teacher, SENCO, Senior LSA
Responsible for	Other learning assistants.
Liaison with	Teaching staff, support staff, Headteacher, pupils.
Job Purpose	To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and school policies and procedures.
Principal Accountabilities	• Working with individuals or small groups of children under the direction of teaching staff • Implement planned learning activities/teaching programmes as agreed with the teacher adjusting activities according to pupils' responses as appropriate.
Duties	• Establish positive relationships with pupils supported. • Support pupils with activities which support literacy and numeracy skills • Support the use of ICT in the classroom and develop pupils' competence and independence in its use • Promote positive pupil behaviour in line with school policies and help keep pupils on task • Interact with, and support pupils, according to individual needs and skills • Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources • Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour • Monitor and record pupil activities as appropriate writing records and reports as required • Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher • To support learning by arranging/providing resources for lessons/activities under the direction of the teacher • To attend to pupils' personal needs including help with social, welfare and health matters, including minor first aid. • To assist with the preparation, maintenance and control of stocks of materials and resources. • Assist with the development and implementation of IEP/EHCPss • Liaise with other staff and provide information about pupils as appropriate • To assist with the display and presentation of pupils' work • To supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities • To assist with escorting pupils on educational visits.

	• You may be required to undertake Midday Assistant duties as required by the school as part of this role
General	• To understand and apply school policies in relation to health, safety and welfare • Attend relevant training and take responsibility for own development • Attend relevant school meetings as required • To respect confidentiality at all times • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace • Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

LEARNING SUPPORT ASSISTANT (B)

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school/early years environment Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience Completion of DCSF induction programme
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid and understanding of the School
	Literacy	Good reading and writing skills
	Numeracy	Good numeracy skills
	Technology	Knowledge of basic ICT to support learning
Communication	Written	Ability to write basic reports
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Overcome communication barriers with children and adults
	Negotiating	Consult with children and their families and carers and other adults
Working with children	Behaviour Management	Understand and implement the school's behaviour management policy
	SEN	Ability to understand and support children with developmental difficulty or disability
	Curriculum	Good understanding of the school curriculum Knowledge of literacy/numeracy strategies
	Child Development	Good understanding of the general aspect of child development Ability to assess progress and performance
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults
	Information	Know when, how and with whom to share information Ability to follow instructions accurately
Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure
	Line Management	Ability to support the work of volunteers and other teaching assistants in the classroom

	Time Management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve routine problems independently
General	Equalities	Awareness of and commitment to equality
	Health & Safety	Basic understanding of Health & Safety
	Child Protection	Understand and implement child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Be prepared to develop and learn in the role

Recruitment and Selection Policy Statement

1. The Trust Board is committed to:

   - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
   - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
   - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;

   and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Trust Board recognises the value of and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.

3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.

4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.

5. The following pre-employment checks will be required where applicable to the role and setting:
   - receipt of satisfactory references
   - verification of identity
   - a satisfactory DBS disclosure if undertaking Regulated Activity
   - verification that you not barred from working with Children
   - verification that you are not prohibited from teaching
   - verification of medical fitness for the particular role
   - verification of qualifications and of professional status where required e.g. QTS status
   - the production of evidence of the right to work in the UK
   - verification of successful completion of/exemption from statutory induction period
   - verification that you are not subject to a section 128 direction preventing you from holding a management position within a school
   - a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

   NB It is illegal for anyone who is barred from working with children to apply for or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.

7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all preferred candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police) prior to their offer of employment being confirmed. When making a recruitment decision Trust will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

   Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

   The Trust Board is committed to ensuring that people who have convictions/cautions/reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the Trust (unless a waiver can be obtained from Ofsted).

   Positive disclosures will be managed on a case-by-case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

   - The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
   - How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.
   - The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
   - The country where the offence/caution occurred.
   - Whether the individual shows or has shown genuine remorse.
   - If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

   This Trust Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. In line with recommended practice in the statutory guidance "Keeping Children Safe in Education", the school will conduct searches for information on shortlisted candidates which is publicly available on-line. The purpose is limited:
   - to identify issues which call into question the applicant's suitability to work with children;
   - to verify employment history

   Only information related to the purposes stated will be shared with the panel. Any information will be discussed with candidates at interview before any decisions regarding the recruitment process are made.

9. The Trust processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the Trust's retention schedule.

   A copy of our Recruitment Procedure is available upon request.