



**Special Needs Learning Support
Assistant (Early Years)**

**CANDIDATE PACK
RUSHTON PRIMARY
SCHOOL**



ABOUT US

Thank you for your interest in Rushton Primary School. We are a small rural school located in the village of Rushton, with 96 children enrolled.

The majority of our students join us from outside the village, including Desborough, Kettering, and Corby. We were graded "Good" in May 2024.

Our school structure includes:

- Reception class
- Mixed-age Year 1/2 class
- Mixed-age Year 3/4 class
- Mixed-age Year 5/6 class


We live by our school values of **courage**, **responsibility**, and **aspiration** every day, through clear expectations and a wide range of opportunities. Our school site is exceptional, featuring an outdoor learning area, an astro-turf pitch, and a large field. We strive to enrich our pupils' educational experiences by welcoming visitors, exploring the local area, and participating in sporting events.

We work hard to maintain a family atmosphere. This is achieved through our routines and house system, which encourages children to mix across year groups. Older children often play with and share books with younger students, fostering a strong sense of community.

Although we are a small school, we provide our children with the same experiences as larger schools, while maintaining a close-knit environment. Every member of staff knows each child personally. We also have a wonderful parent community that volunteers their time to support learning, school trips, and fundraising activities.

Pupil Numbers						
R	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
15	13	13	11	15	14	15
Spaces per year group						
R	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
0	2	2	4	0	1	0

HOW OUR PUPILS FEEL ABOUT THE SCHOOL...



If I ever have any worries or problems, I know the teachers will help - Year 3 pupil

Rushton is such a friendly and welcoming school. I have made friends already.- New Year 6 pupil

I like my lessons, and we get to do lots of fun things like careers day. Year 4 pupil

I love getting house points and stickers. It makes me feel good to know I am recognised for the things I do well and trying hard. Year 4 pupil

We get rewards such as extra play and pyjama day. Year 4 pupil

I love school. Every day is the best.
Year 4 pupil

Special Needs Learning Support Assistant



Advert

Contract type

- Fixed Term - Linked to the life of a child in school and the duration of funding.
- Expected to end 31/08/2026
- 27.5 hours per week
- 39 weeks per year

Salary

- Grade D Points 3 - 4
- £24,027 - £24,404 per annum pro rata

Start date

- September 2025

Interviews

- WC 18th July 2025

How to apply

To apply, please complete a Pathfinder Schools application form, which can be downloaded from the vacancies page of the Trust website:

<https://pathfinderschools.org.uk/join-us/vacancies>

Completed application forms should be accompanied by a letter of application and should be sent to:

dbull@pfschools.org.uk

We are looking for a Learning Support Assistant to support the learning of a child with additional needs in early years, this post would ideally be suited to someone with early years qualification/experience.

Our children are well behaved and enthusiastic learners, they enjoy coming to school and there is a supportive and forward-thinking staff team.

You will support us in maintaining our healthy, safe and caring environment where our pupils are empowered to broaden their horizons, develop a love of learning and open their minds to new opportunities.

The successful applicant will need:

- A passion for supporting children to achieve the very best that they can
- A caring, nurturing nature and enjoy making a difference in children's lives
- Enjoy working as part of a team and have great communication skills
- To be calm and patient, firm but fair
- To be able to keep clear and accurate records

Rushton Primary School (OFSTED Good, May 2024) is part of the Pathfinder Schools Academy Trust. We are a small village school with the determination and capacity to make a difference to children's education and lives.

The Governing Body of the Rushton Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All appointments are subject to satisfactory references, medical and enhanced DBS checks. All shortlisted candidates will now be required to complete a staff disqualification declaration as part of our safeguarding checks.

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

The workplace will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Rushton's Safeguarding Policies and Procedures are available on their website, which can be accessed at the following web address :

https://www.rushton.school/files/ugd/3772f3_0817d51d4a804596a6cc623483d954ec.pdf

Pathfinder Schools and our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, medical, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Recruitment and Selection Policy which includes further information on pre-employment checks and our statement on the Recruitment of Ex-Offenders <https://pathfinderschools.org.uk/join-us/vacancies>

Online searches

As part of our rigorous Safer Recruitment process Pathfinder Schools has adopted the practice of online searches for external shortlisted candidates. The purpose of the search is to enable us to fulfil our duty under Keeping Children Safe in Education and is part of our due diligence to identify any incidents or issues that have happened, and are publicly available online, which we may need to discuss with you during interview.

Therefore, if you are shortlisted for a role an appropriate online search will be undertaken on your name(s). Consent to an online search is included in the Pathfinder Schools application form. Searches are based on publicly available information, therefore where your profiles are private or are locked, no further search will be required on these pages. Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.

Pathfinder Schools is committed to creating a diverse workforce. We consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job Description



Special Needs Learning Support Assistant

Responsible to:

- Headteacher

Purpose of the role:

- To work under the direct instruction and guidance of teaching/senior staff to undertake work/care/support programmes; to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

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Principal responsibilities:

- Jobs comprise a sequence of tasks that form standardised work routines.
- May provide informal assistance to less experienced colleagues.
- Work under direct instruction/guidance from teaching staff, enabling access to learning for pupils including those with special educational needs.
- Post requires courtesy and effectiveness in dealing with other people.
- Able to ask questions, seek clarification and exchange information using tact and diplomacy.
- May provide straightforward clerical support to teacher.
- Likely to interact with colleagues, pupils, parents, carers and educational professionals under clear direction of class teacher and Senior Leaders.

Working Environment:

- Assist with the planning, development and implementation of pupil education/behaviour plans and personal care programmes including toileting, hygiene and feeding/meal times; to help with development of social skills and to ensure that the school's health, safety and behaviour policies are maintained.
- Where applicable to the needs of the children carry out medical procedures in accordance with NCC/NHS protocols and generally support the social development and welfare needs of individual pupils including the administration of medicines in accordance with school practices and policies; deal with conflict using different communication techniques to encourage all pupils to take responsibility for their own behaviour and promote independence.
- Care for a sick or injured child, accompanying them to hospital and remaining with them until the parent arrives to ensure continuity of care.

- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To maintain an attractive, stimulating and well organised learning environment including displaying children's work effectively and directing support staff to assist with this.
- To contribute to the design and provision of an engaging curriculum as and when requested by subject leaders/senior managers.
- To reflect systematically on the effectiveness of lessons and approaches to teaching.
- To keep informed of changes in education nationally, as they impact upon the phase of education in which the teacher works, including changes to assessment and curriculum arrangements and support senior managers in their implementation. (text in blue for UPR teachers only) .
- To take supervise and lead acts of worship in accordance with the Church of England (if applicable).
- To attend staff meetings and Training Days in accordance with directed time allocations and to take responsibility for improving your own teaching practice.
- To be responsible for the safeguarding and wellbeing of children by following school policy relating to safeguarding, health and safety and behaviour management.
- To take a leading role for improving, monitoring and evaluating a curriculum area across the school, presenting, supporting and reporting to SLT/Governors as appropriate.
- To make a positive contribution to the wider school life and ethos of the school.
- To develop effective, professional relationships with colleagues, knowing how and when to draw on advice and professional support.
- To have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality.
- To act within the statutory frameworks which set out your professional duties and responsibilities.

Supporting pupils in the learning environment:

- Supervise and support pupils in the learning environment to promote independence, inclusion, acceptance and equality of access to learning opportunities for all pupils.
- Assist pupils within the class, individually or in small groups (and sometimes outside the main classroom) in the completion and adjustment of a wider range of pre-defined learning, care and support activities to meet the requirements of pupils and the curriculum (for example literacy, numeracy, ICT).
- Assist with the supervision of pupils and planning of activities out of lesson times (for example at lunchtimes, before and after school) to encourage structured and positive play.
- May assist pupils with mobility equipment such as using wheelchairs and/or hoists to support pupils in their learning environment.
- Set challenging and demanding expectations for pupils and promote self-esteem and independence under the direction/guidance of class teacher.
- Establish constructive relationships with pupils and interact with them according to individual needs.

Providing clerical and other support to services:

- Provide clerical support, for example photocopying, laminating, and displays.
- Support teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group of pupils under the supervision of the teacher.
- Administer routine tests and undertake routine marking of pupils' work to meet requirements of pupils and the curriculum.

Preparing and maintaining the classroom environment and resources:

- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of pupils' work under the direction of teaching staff to meet the needs of pupils and the curriculum.
- Maintain shared areas so that they are tidy and organised, e.g. science and cookery room, 'break-out' work spaces, shared cupboards.
- Prepare, maintain and use equipment and resources required to support lesson plans/learning activities to meet the needs of pupils and the curriculum.

Developing the team:

- Participate in meetings, training/development activities and assist less experienced colleagues when appropriate, to support the achievement of individual and team performance and development objectives.

Building professional relationships:

- Build and maintain positive working relationships with pupils, parents, carers and colleagues to maximise pupils' development and maintain the overall ethos of the school. Communicate with parents/carers only under the direction of teaching staff.

Dealing with Behaviour Issues:

- Use knowledge of different behaviour management and communication strategies and adapt existing strategies/methods as necessary to deal with disruption by pupils in class, following the agreed behaviour policy. □
- Where required and suitably trained, use appropriate physical restraint techniques in accordance with relevant policies and procedures

Monitoring levels and ordering of resources:

- Monitor resource levels and contribute to the resource ordering process under the direction of teaching staff to ensure the timely availability of resources to meet the requirements of the curriculum. □
- Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.

Reviewing pupils performance:

- Monitor, feedback, record and report on pupil progress, including feedback to pupils, and participate in the completion of pupil profiles and records of attainment to maximise pupil development

Physical Effort and/or strain:

- Physical effort and/or strain may regularly be part of the normal working pattern when helping to move identified pupils, using mobility equipment such as wheelchairs and/or hoists.

Working Environments:

- Job holders may frequently attend to personal, hygiene and medical care needs throughout the normal working pattern and may therefore be exposed to unpleasant/hazardous substances. Health and Safety guidelines should be followed at all times.
- Any other duty required by the Headteacher or a member of the wider Leadership Team, as may be reasonably required, commensurate with the level of post. □
- Performance Management will take place on an annual cycle, with a member of the wider Leadership Team taking the role of appraiser.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The workplace will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Special Needs Learning Support Assistant

Person Specification



The essential and desirable criteria outlined in the table below will be used as part of the shortlisting process. Candidates should meet all essential criteria to be considered for the post, desirable criteria will be referred to where further shortlisting activities are required beyond the consideration of essential criteria. This is usually the case in respect of a high volume of applications meeting all shortlisting criteria.

Criteria	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> NVQ level 2 or equivalent in relevant subject or significant experience of working with or caring for children of relevant age <p>and</p> <ul style="list-style-type: none"> at least a pass in English and Maths at GCSE or equivalent 	<ul style="list-style-type: none"> GCSE grade C or higher in English, Maths and Science Further CPD training undertaken. NVQ level 3 or equivalent in relevant subject Commitment to professional development to improve English and Maths skills. Early Years qualification.
Experience and Knowledge	<ul style="list-style-type: none"> Knowledge of National Curriculum Knowledge of Special Educational Needs Able to use Microsoft Office efficiently Appropriate level of data protection, security and confidentiality awareness Willingness to participate in CPD Recent experience of working with children 	<ul style="list-style-type: none"> Recent experience of working in a school setting Working knowledge of national curriculum/EYFS curriculum and other relevant learning programmes Experience of CPD Experience and knowledge of SEN code of practice Experience of running intervention programmes Following guidance from IEPs Working with children in early years.
Safeguarding	<ul style="list-style-type: none"> A commitment to safeguarding children and report concerns. Subjected to a full Disclosure and Barrier check, satisfactory references and disqualification by association form completed. Able to form and maintain appropriate professional relationships and boundaries with children and young people. Ability to deal with sensitive information in a confidential manner. 	<ul style="list-style-type: none"> Recent evidence of Safeguarding training and working knowledge of school child protection practices. Recent first aid training

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Criteria	Essential	Desirable
Attribute and Skills	<ul style="list-style-type: none"> • Ability to work constructively as part of a team • Effective oral and written communication skills • Ability to manage difficult behaviour in a calm and patient manner • Ability to use own initiative but also follow direction • Good organisation and time management skills. • Confident with the use of IT equipment to support learning. • Able to act as good role model to children. • Ability to communicate effectively with parents 	<ul style="list-style-type: none"> • Able to run small groups independently
Equal Opportunities	<ul style="list-style-type: none"> • Ability to demonstrate awareness/understanding of Equal opportunities. • Able to support and understand the needs of SEND pupils 	

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

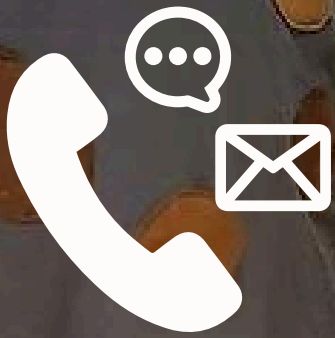
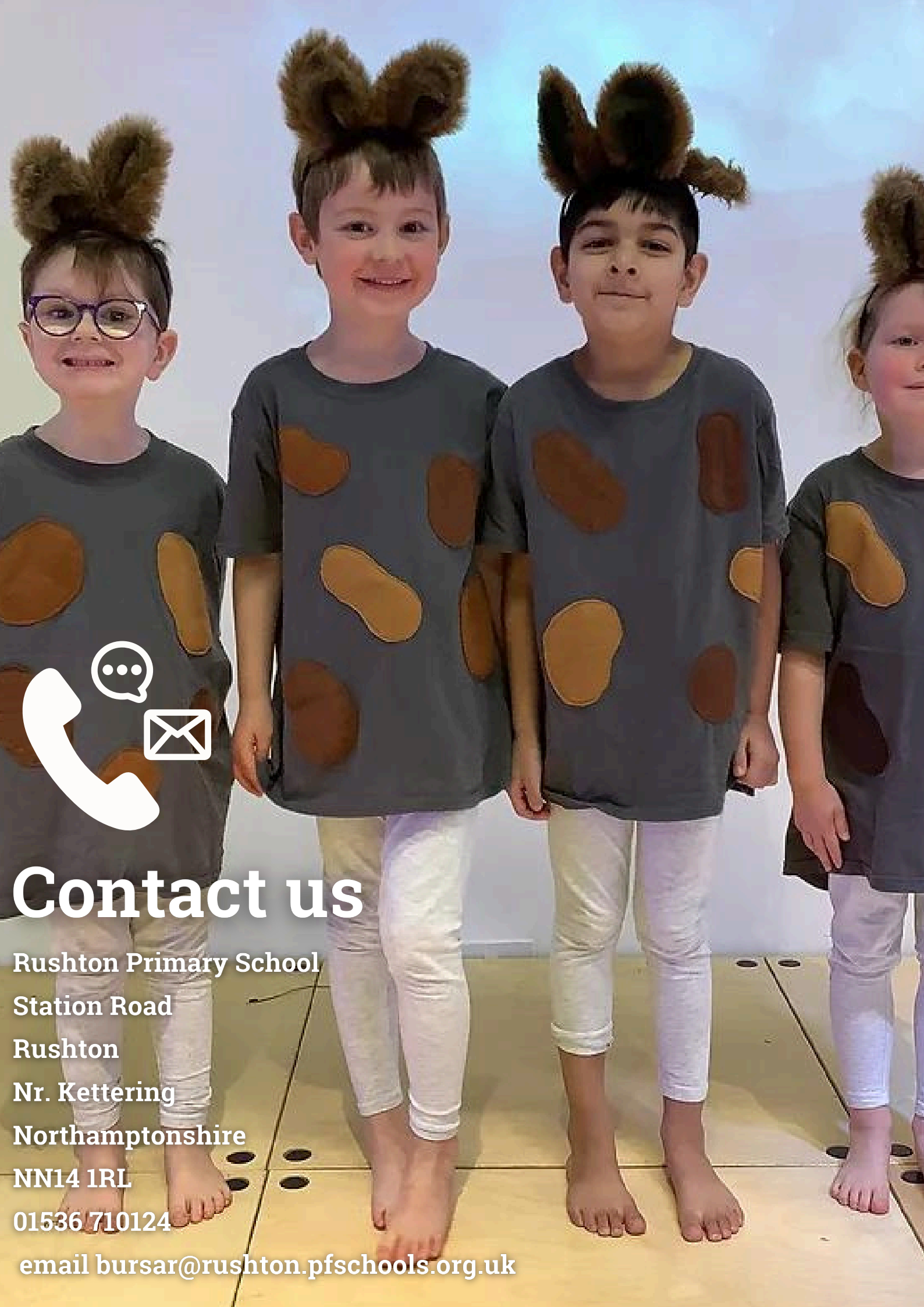
The job-holder will ensure that academy policies are reflected in all aspect of their work, in particular those relating to:

- 1. Equal Opportunities
- 2. Health and Safety
- 3. General Data Protection Regulations (2018)
- Data Protection Act (2018)
- 4. Safeguarding children and young people

Notes:

This job description may be amended at any time in consultation with the postholder.

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