



Job description: Learning Support Assistant (LSA), 1:1 support plus small group interventions

Job details

Salary: Grade D

Contract type: Permanent

Reporting to: SENDCO

Main purpose

- To provide learning and care support for an individual student or small group of students with special educational needs (SEN) to help them to work towards the outcomes on their education and health care plan (EHCP)
- To work with the student's teacher(s) to plan and deliver activities
- To support the student with routines, transitions and behaviour management

Duties and responsibilities

Supporting the pupil

- Working with individuals or small groups of students, assisting in ensuring students are kept on task and completing set tasks, either in their lessons or in our learning support base.
- Supporting students with their regulation, using the Zones of Regulation framework and other tools.
- Supporting students with problem solving and identifying next steps and solutions to their worries.
- Delivering SEN interventions to students such as 1:1 emotional support, sensory occupational therapy and social skills.
- Building a positive relationship with students, promoting high self-esteem, independence and social inclusion.
- Promoting high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention.
- Assist with the development and delivery of individual EHCPs.
- Supporting the students with their social, emotional and mental health needs, escalating concerns where appropriate.
- Being the 'go to' person for named students and for staff about the same students, to problem solve, help de-escalate concerns or crises, offer regulation time and suggestions to the student at all points of need, and communicate what has been put in place to staff.

Teaching and learning

- Delivering intervention in Maths and numeracy and intervention in English/literacy to enable small groups of students to make progress as identified by their classroom teachers or on their individual Learning plans or on their Education and Health Care plans.

- Demonstrating an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher(s) and increase the students achievement.
- Contributing to the planning of differentiated learning activities for the individual, delivering activities inside or outside the classroom.
- Supporting the teaching of a broad and balanced curriculum aimed at helping the student achieve their full potential in all areas of learning.
- Promoting, support and facilitate inclusion by encouraging participation of students in learning and extracurricular activities.
- Using effective behaviour management strategies consistently in line with the school's policy and procedures.
- Organising and managing teaching space and resources to help maintain a stimulating and safe learning environment.
- Using ICT skills to advance the students learning.
- Provide regular feedback to teachers on the students progress, attainment and barriers to learning through pupil observation.
- Monitor, record and report on progress and attainment.
- Read and understand lesson plans shared prior to lessons, if available.

Working with staff, parents/carers and relevant professionals

- Supporting with academic and non-academic progress tracking and Annual Reviews.
- Coordinating named students' plans for the week, overseeing adjustments to same and communicating plans, successes and areas to work on regularly to parents.
- Liaising effectively with teachers regarding the progress of the students whether they are in the classroom or working elsewhere.
- Liaising daily with parents and carers of identified students, having debriefed the day with the students, enabling excellent communication, conveying of successes and response to concerns.
- Liaising weekly with the Year Team re named students' successes and areas to work on to ensure cohesive care, full belonging in the Year Group and that other referrals needed are done in a timely way.
- Sharing knowledge and understanding of the student with other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- Communicating effectively with other staff members, students, and parents and carers.
- Keeping other professionals accurately informed about performance, progress and any areas of concern.
- Understanding their roles, to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Collaborating and work with colleagues and other relevant professionals within and beyond the school.
- Developing effective professional relationships with colleagues.

Professional development

- Keeping their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders and identifying relevant professional development opportunities to improve personal effectiveness.
- Taking opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Taking part in the school's appraisal procedures.

Other areas of responsibility

Safeguarding

- Working in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Working Together to Safeguard Children, Prevent) and our safeguarding and child protection policies.
- Promoting the safeguarding of all students in the school.

Please note: 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 postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification

CRITERIA	QUALITIES
Qualifications and training	GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths
Experience	Experience working in a school environment or other educational setting Experience working with children / young people with special educational needs (SEN) Experience planning and delivering learning activities
Skills and knowledge	Good literacy and numeracy skills Good organisational skills Ability to build effective working relationships with students and adults Skills and expertise in understanding the needs of all students Knowledge of how to help adapt and deliver support to meet individual needs Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and students Excellent verbal communication skills Ability to work as part of a team and to be flexible in their approach to daily routines Active listening skills The ability to remain calm in stressful situations Knowledge of guidance and requirements around safeguarding children Good ICT skills, particularly in using ICT to support learning
Personal qualities	Enjoyment of working with children Sensitivity and understanding, to help build good relationships with students A commitment to getting the best outcomes for all students and promoting the ethos and values of the school Commitment to maintaining confidentiality at all times Commitment to safeguarding pupil wellbeing and equality Resilient, positive, forward looking and enthusiastic about making a difference Capacity to inspire, motivate and challenge children and young people

Notes:

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

Last review date: January 2026 (Previous review March 2025)