

Learning Support Assistant

Responsible to: Head of Dame Bradbury's/SENCo (Inclusion Specialist), on behalf of the parents of the pupil who are responsible for the post holder.

Location: Dame Bradbury's Junior School

Role Description:

Assisting in the support and inclusion of a specific pupil with a range of specific provision needs within the school. Support the teachers and inclusion specialist to facilitate the active participation of this child in the academic and social activities of the school and in the delivery and monitoring of specific targets.

You will work with teachers, and parents, to support the learning, educational progress and inclusion, both social and academic, of a pupil with academic, sensory and social/emotional needs, enabling them to access the full and diverse curriculum, participate in learning, experience a sense of achievement and develop independence in learning and other aspects of school life. There will be support from colleagues in school as well as external specialists involved with guidance and appropriate interventions.

This is a part time, fixed term position in order to provide the pupil with inclusive classroom provision for key subjects and social support. The position is to start as soon as possible to embed the positive progress already occurring. The role will come to an end when the student leaves the school.

Main Responsibilities:

Supporting the Teacher in the Planning, Delivery and Evaluation of Lessons

- Work in partnership with the teachers, and parents to enable learning and to be fully included and make progress in all areas of school life.

Support the delivery of learning by:

- Ensuring that the pupil is able to access the curriculum and that any barriers to their successful learning are addressed.
- Working alongside the pupil to ensure their full access, alongside their peers.
- Support the planning, delivery and implementation of specific programmes to meet their academic, social and sensory targets

Implementing Personal Education Plans

- Support the assessment, planning, implementation and reviewing of challenging but achievable objectives (documented in the Personal Education Plans (PEPs)).
- Working with the Inclusion Specialist staff, and parents and other specialists, where appropriate.
- Delivering a differentiated and adjusted curriculum (outlined in the PEP) under the guidance of the teacher, Inclusion Specialist and Senior Leadership Team of the school.

- Providing feedback to relevant colleagues about the pupil's progress towards targets and the effectiveness of the PEP in securing this and the pupil's engagement and academic confidence and progress.

Observing and Reporting on Pupil Progress

- Observe and report on pupil progress, gathering information about their knowledge, skills and understanding, including their progress towards targets, to support teachers in re-assessing needs, evaluating teaching strategies and interventions, setting new learning targets and formulating new learning plans.
- Provide detailed feedback in relation to key targets in key areas of academic learning.

Contribute to Assessments and Reports:

- Provide or contribute to oral and written assessments, reports and references relating to the individual pupil.
- Communicate and cooperate with persons or bodies outside the school as directed by the subject staff/Inclusion Specialist and appropriate members of SLT.

Supporting Pupils' Emotional and Social Development

- Work closely with the relevant professionals and parents to ensure that the pupil's emotional well-being is supported in school.
- Support positive behaviour, giving praise and encouragement as appropriate to build confidence and self esteem.
- Providing support to enable the pupil to have the opportunities to participate in all school activities, to make choices and make decisions for himself.

Liaising with Parents

- Liaise with the pupil's parents at a frequency and level of detail to be agreed by all parties.

Safeguarding and welfare of children

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and ensure compliance with Stephen Perse's Safeguarding and Child Protection Policy statement at all times. If, in the course of carrying out the duties of the post, the role-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School, s/he must report any concerns to the School's Designated Person or the Stephen Perse Designated Safeguarding Lead.

Anyone in contact with our students must adhere to the Safer Working Practices guidance and all teaching staff are required to adhere to the Teaching Standards which can be [found on the government website](#).

Eligibility requirements to apply for this role

Satisfactory reference and disclosure and barring service (DBS) checks, suitability to work with children checks, online checks, proof of identity and eligibility to work in the UK, completion of a medical questionnaire and proof of qualifications.

Hours of work

20 hours per week. Ideally 08:00-12:00 daily, but this is open to discussion.

Salary

Salary to be negotiated depending on experience and qualifications.

Privacy notice

Please see our privacy policy which is available on the recruitment portal.

<http://www.stephenperse.com/recruitment>

Application process

Please apply directly through our online recruitment page at www.stephenperse.com/recruitment and download an application form. Please send completed application forms to recruitment@stephenperse.com.

Unfortunately we are unable to accept CVs.

The closing date for applications is **9am on Tuesday 27 May 2025**. Interviews will take place week commencing **Monday 2 June 2025**.

References may be taken up before the interview.

Invitation to interview and recruitment arrangements

Stephen Perse is committed to safeguarding and promoting the welfare of its pupils. Stephen Perse has a statutory duty to apply for DBS clearance and shall ask the successful candidate to complete an online form which must be cleared before the applicant can commence work. Such checks may take up to 8 weeks to complete.

Stephen Perse has a legal responsibility to ensure that all its employees have the legal right to live and work in the UK. Therefore, you will need to bring original documents verifying that you are eligible to work in the UK to the interview. Details of these will be provided in the invitation to interview.

All candidates invited to interview must bring the original documents confirming any educational and professional qualifications that are necessary or relevant for the post.

Person Specification

	Essential	Desirable	Assessment Method
Qualifications		<p>Any additional qualifications relating to speech and language development, sensory needs or personalising learning for individuals</p> <p>Add in ASD training</p> <p>NVQ Level 3 or higher (or equivalent qualification)</p>	<p>Application Form</p> <p>Production of the Applicant's certificates at interview</p>
Knowledge & Experience	<p>Experience of working with or supporting learners</p> <p>Ability to build a rapport with learners, including those with special educational needs</p> <p>Have an understanding of equality and equity</p> <p>Experience with communicating effectively with colleagues, including a SENCo</p>	<p>Ability to use ICT and to learn new ICT skills</p> <p>High quality written and verbal communication skills</p> <p>Experience with communicating effectively with parents</p>	Application Form
Skills & Aptitudes	<p>Ability to take responsibility for own actions and make decisions independently to others on occasions</p> <p>Ability to work effectively within a team</p> <p>Ability to adapt to the child's needs</p> <p>Due to our statutory obligations in respect of safeguarding, the ability to read, understand and communicate in English to a sufficient standard to understand these obligations is required</p>	<p>Ability to organise time effectively, creating work schedules, prioritising workload and meeting deadlines</p>	Interview
Personal Attributes	<p>Ability to remain calm and self controlled under pressure</p> <p>Ability to be proactive, enthusiastic and committed by taking ownership to ensure tasks are delivered.</p> <p>Ability to understand individual needs of a pupil</p>	<p>Ability to understand and demonstrate commitment to Stephen Perse Equal Opportunities Policy and to ensure all activities are consistent with the Equal Opportunities Policy</p> <p>This includes all staff activities and their interface with the general public</p>	Interview