

# The St Marylebone Church of England Bridge School



## JOB SPECIFICATION

**Job Title:** Learning Support Assistant (LSA)

**Responsible to:** Line Manager/ Head of School

### Purpose:

The Learning Support Assistant (LSA) will support pupils aged 11–16 with Education, Health and Care Plans (EHCPs), primarily for Speech, Language and Communication Needs (SLCN), alongside a range of associated needs including autism and social, emotional and mental health differences. Classes at SMBS typically range from 6–14 pupils, enabling a highly supportive and personalised learning environment. The LSA role may involve 1:1 support within lessons and/or whole-class support, depending on pupil need, working flexibly across lessons and settings. LSAs at SMBS are expected to work proactively and independently, supporting pupils to engage with learning, develop independence, and manage the demands of a secondary school environment.

### Pupil Support

- Support pupils to access learning across the curriculum through both 1:1 support within lessons and whole-class support, as appropriate.
- Promote independence, resilience, and self-regulation, gradually reducing reliance on adult support where appropriate.
- Support pupils to understand tasks, instructions, and expectations, adapting language and approaches to meet individual needs.
- Build positive, respectful relationships with pupils, grounded in an understanding of their individual needs and strengths.
- Support pupils using a trauma-informed and neuro-affirming approach, recognising how communication, regulation, and past experiences may impact behaviour and engagement.
- Use strategies agreed with teaching staff and the Interdisciplinary Team (e.g. SaLT, Wellbeing, OT) to support engagement and learning.
- Support pupils during transitions, unstructured times, and moments of increased emotional or cognitive demand.

### Classroom & Learning Support

- Work alongside teachers to support learning within lessons, rather than replacing or duplicating teaching.
- Adapt materials and tasks in real time to support access, understanding, and participation.
- Encourage pupils to remain engaged in learning, supporting emotional regulation and task persistence.
- Support small groups where appropriate, under the direction of the teacher.

### Professional Practice

- Work proactively and independently, using professional judgement to respond to pupils' needs in the moment.
- Maintain clear, appropriate professional boundaries at all times.
- Communicate effectively with teachers and relevant staff about pupil progress, engagement, and emerging needs.

- Record and report behaviour incidents, concerns, or notable observations accurately and promptly, in line with school systems and policies.
- Report safeguarding concerns immediately and follow school safeguarding procedures at all times.
- Maintain confidentiality and handle sensitive information appropriately, in line with school policy and data protection requirements.
- Contribute to a consistent, calm, and supportive learning environment.
- Engage proactively in training, CPD, and reflective practice to develop skills and understanding of pupils' needs.
- Apply learning from CPD to day-to-day classroom and school practice.

### **Whole-School Responsibilities**

- Support the school's inclusive, neuro-affirming ethos and approach to behaviour and wellbeing.
- Uphold safeguarding procedures and contribute to maintaining a safe learning environment.
- Participate in faculty meetings, briefings, and after-school meetings or training as scheduled.
- Undertake duties appropriate to the role, including supervision of pupils during unstructured times (e.g. transitions, breaks, or lunch) where required.
- Carry out any other duties commensurate with the role, as directed by senior staff.

## **PERSON SPECIFICATION**

### **Experience**

#### **Essential:**

- Experience supporting children or young people in an educational or youth setting.
- Experience working with pupils who have additional needs (e.g. SLCN, autism, SEMH).

#### **Desirable:**

- Experience supporting pupils in a secondary school setting.
- Experience working with pupils who require support with language, regulation, or engagement.
- Experience of, or training in, positive handling and de-escalation approaches (e.g. Team Teach or similar), used within a trauma-informed and neuro-affirming framework.

### **Skills & Attributes**

#### **Essential:**

- A proactive, flexible approach to supporting pupils and learning.
- Ability to work independently and use initiative, while also working effectively as part of a team.
- Strong communication skills, including the ability to adapt language to support understanding.
- Ability to support pupils' independence rather than fostering reliance on adult support.
- A calm, reflective, and emotionally resilient approach to supporting pupils, including during periods of distress or dysregulation, with a willingness to take responsibility for applying agreed strategies and seeking support when needed.
- Positive, professional attitude and willingness to learn.

#### **Desirable:**

- Confidence supporting pupils through emotionally or cognitively demanding situations.

- Interest in developing skills related to communication, wellbeing, or behaviour support.
- Values & Professionalism
- Essential:
- Commitment to inclusive, neuro-affirming and trauma-informed practice.
- Respect for pupils' dignity, autonomy, and individuality.
- Ability to maintain appropriate professional boundaries and confidentiality.
- Commitment to safeguarding and child protection.
- Alignment with the ethos and values of the school.

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This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.