



## Hadrian Learning Trust

### JOB DESCRIPTION

|                             |                                                 |                                  |                     |
|-----------------------------|-------------------------------------------------|----------------------------------|---------------------|
| <b>Post Title:</b>          | Learning Support Assistant                      | <b>Director/Service/Sector :</b> | Children's Services |
| <b>Band:</b>                | 3                                               | <b>Workplace:</b>                | QEHS Part of HLT    |
| <b>Responsible to:</b>      | Assistant Headteacher /SENDCo and Deputy SENDCo | <b>Date:</b>                     | September 2026      |
| <b>Job Description Ref:</b> | S1084                                           |                                  |                     |

#### Responsible for:

**Contact with young people:** This role requires regular, ongoing and unsupervised contact with young people. This contact is direct and could potentially be on both a 1:1 and group basis within the workplace. The role involves specific support including personal. Intimate, manual handling to enable students with physical and learning difficulties to engage fully with school life. The degree of responsibility for young people is outlined below in the role and responsibilities area of the form.

#### Job Purpose:

To work under the direct supervision of teaching/senior staff, usually in a classroom with a teacher, to support access to learning for students and provide general support to the teacher in the management of students in the classroom.

|                  |                 |                                                                                                                     |
|------------------|-----------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Resources</b> | <b>Staff</b>    | None                                                                                                                |
|                  | <b>Finance</b>  | Collecting Money                                                                                                    |
|                  | <b>Physical</b> | School and Classroom Resources, Specialist Equipment (SEND Students)                                                |
|                  | <b>Clients</b>  | Internal (Teachers, Other Staff, Pupils) and External (Parents, Visitors, Members of the Public external agencies). |

#### Duties and key result areas:

##### Organisation

- The role reports into the Assistant Headteacher – SENDCo and Deputy SENDCo
- The role is based within the SEND department and classroom environment, in both our main school and within our Internal Alternative Provision.

##### Support for Students

- Attend to the personal needs of students including the implementation of personal learning programmes that may include social, health, physical, hygiene and welfare objectives
- Supervise and support students with special educational needs in their access of learning
- Establish good relationships with students, acting as a role model and responding to the needs of each individual student
- To actively promote inclusive practice within the classroom setting to ensure acceptance of all students.
- Encourage students to interact with one another
- Encourage students to engage in, and participate in learning activities lead by the subject teacher
- To encourage students to act independently as appropriate
- To assist SEND students with SEND on arrival and departure from school as required.

##### Queen Elizabeth High School

Whetstone Bridge Road, Hexham, NE46 3JB  
T: 01434 610300 E: admin@qehs.net  
www.qehs.net

Executive Headteacher: Graeme Atkins  
Head of School: Neil Seaton

##### Hexham Middle School

Whetstone Bridge Road, Hexham, Northumberland NE46 3JB  
T: 01434 602533 E: admin@hexhammiddle.org.uk  
www.hexhammiddle.org.uk

Executive Headteacher: Graeme Atkins  
Head of School:



### Support for the Teacher

- Report to the subject teacher, as agreed, on:
- Student problems
- Student progress
- Student achievements
- Undertake the maintenance of student records as directed and where appropriate by the subject teacher and SENDCo
- Support the teacher in the management of students' behaviour
- Contact with parents and carers as directed by SENDCo
- Provide information to parents and carers as directed by SENDCo
- To work effectively as part of the SEND Team and with other teaching staff in addressing the special needs of students in mainstream as directed by the SENDCo and Assistant SENDCo
- To act upon guidance provided by members of the SEND team and other professionals
- To organise, lead and/or attend SEND review meetings when requested

### Support for the Curriculum

- Help students to understand instructions
- Support student learning with respect to all of the local and national learning strategies
- Support students in their use of ICT as directed by the subject teacher and SENCO
- Prepare and maintain equipment and resources as directed by the subject teacher and SENCO

### Administration

- Undertake typing and word processing and complex IT tasks
- Communicate with other staff to improve efficiencies
- Create documents and reports on nominated students
- Record information within Trust MIS's
- Provide administrative and organisational support to the Assistant SENDCo's /SENDCo
- Train and develop staff as appropriate

### Whole School Responsibilities

- Liaise with parents and outside agencies where necessary to establish an understanding of the wider needs of a student
- Attend multi-agency meetings where relevant
- Provide advice and guidance where relevant for students seeking support
- Where relevant, liaise with academic team regarding academic support and its implementation
- Communicate with relevant staff where necessary regarding support in place for students
- Provide advice and guidance to staff, students and others across the school as necessary
- Comply with and assist with the development of Trust policies. The post holder must carry out his/her duties with full regard to the Trust's Child Protection, Equalities and other relevant policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner and procedures relating to:
- Safeguarding and Child protection
- Health and safety - the post holder is required to comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both oneself and others
- Data protection
- Confidentiality and data protection Reporting all concerns to an appropriate person

- Support the school's policies that ensure equality of opportunity across a range of abilities
- Contribute to the overall ethos of the school and work in such a way as to promote the ethos and vision of the school
- Establish constructive relationships and communicate effectively with external agencies
- Attend and participate in regular meetings
- Participate in training and development as required
- To undertake First Aider training appropriate with the role and nature of activity
- To undertake other duties and responsibilities as required commensurate with the grade of the post

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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 adopt a professional, courteous demeanour at all times during communication with colleagues, visitors, or students.

The school 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.

#### Work Arrangements

|                         |                                                                        |
|-------------------------|------------------------------------------------------------------------|
| Transport requirements: | None                                                                   |
| Working patterns:       | Monday to Friday                                                       |
| Working conditions:     | Office and Classroom based, Mainly indoors with some outdoor activity. |

#### Work Arrangements

|                                                               |                                                                                                                                                                                                                                         |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Transport requirements: Working patterns: Working conditions: | Required to use own transport to travel within and out-with the County<br>Normal work patterns<br>Normally indoors; there may be occasions where you would be required to work at Hexham Middle School or other school within the Trust |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### PERSON SPECIFICATION

| Essential                                                                                                                                                                                                                                      | Desirable                                                                                                  | Assess by     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------|
| <b>Knowledge and Qualifications</b>                                                                                                                                                                                                            |                                                                                                            |               |
| The ability to converse at ease with students and colleagues and provide advice in accurate spoken English is essential for the post. As is an ability to fulfil all spoken aspects of the role with confidence through the medium of English. | Completion of DCSF Teaching Assistant Induction Programme;<br><br>NCFE Certificate for Teaching Assistants | (a), (t), (g) |
| Good numeracy and literacy skills (Level 2);                                                                                                                                                                                                   | Knowledge of KS3 and 4 curriculum                                                                          |               |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------|
|                                                                                                                                                                                                                  | Knowledge of strategies to support learning                                            |               |
| <b>Experience</b>                                                                                                                                                                                                |                                                                                        |               |
| Working with or caring for children of high or middle school age.                                                                                                                                                | Experience of working with young people with behavioural/emotional/social difficulties | (a), (i), (g) |
| <b>Skills and competencies</b>                                                                                                                                                                                   |                                                                                        |               |
| Basic ICT skills<br><br>Can relate well to both young people and adults<br><br>Basic Office skills e.g. photocopying, filing<br><br>Ability to self-motivate<br>Can work as a member of a team and independently |                                                                                        | (a), (i), (t) |
| <b>Physical, mental and emotional demands</b>                                                                                                                                                                    |                                                                                        |               |
| Emotional resilience<br><br>Ability to work flexibly                                                                                                                                                             |                                                                                        | (i)           |
| <b>Other</b>                                                                                                                                                                                                     |                                                                                        |               |
| Willingness to participate in personal and professional development                                                                                                                                              | Evidence of learning beyond the work place                                             | (a), (i)      |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Please note that Recruitment and Selection records will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions.