SURBITON

HIGH SCHOOL

Job Description

Job Title:	**1:1 Learning Support Assistant (Year 1)**
Job Purpose:	To provide 1:1 support to a specific pupil in the School environment, ensuring the educational and social needs of the pupils are met
Reporting Line:	Head of Learning Support (SENCO)
Secondary Reporting Line:	Head of the Boys' Preparatory School
Start date:	January 2027
Tenure:	Temporary, Part-time (13.5 hours per week, 36 weeks of the year)
Schedule:	Monday and Tuesday: 8:00am - 3:15pm
Remuneration:	FTE of £30,423 - £31,689; Actual part-time salary £8,723 - £9,086 Plus a generous benefits package which includes: a Health Cash Plan, free Will-Writing service and much more. See our full benefits package here.

We are seeking an experienced Learning Support Assistant willing to undertake Applied Behaviour Analysis (ABA) training, or an experienced ABA Tutor, to provide 1:1 support for an autistic pupil in our Year 1 class on Mondays and Tuesdays from 8.00am to 3.15pm. This is an exciting opportunity to join an established multidisciplinary team and make a meaningful difference to a child's educational, social, communication and emotional development.

The successful candidate will work closely with the class teacher, SENDCo, ABA Supervisor /Consultant, Speech and Language Therapist and other professionals to support the pupil to access learning, develop functional communication, build independence and participate fully in school life. The role involves implementing evidence-based behaviour analytic and positive behaviour support strategies across whole-class, small-group and 1:1 learning environments.

The successful candidate will benefit from regular guidance, supervision and professional development from the school's SEND team and external specialists, including ABA, Speech and Language Therapy and Occupational Therapy professionals.

Key Responsibilities:

General

- To attend to the day-to-day needs of the pupil, inside and outside the classroom, by:
  - Providing emotional and social support
  - Promoting effective pastoral care, under guidance, and liaising with colleagues to provide accurate records to provide the basis for home/school liaison and contacts with other agencies
  - Reporting concerns about the pupil's ability to access the lessons, identifying solutions, to the teacher
  - Assisting educational and therapeutic professionals in their delivery of specialist support programmes
  - Assisting with the assessment by the teacher of the individual pupil's development through observation, creation and retrieval of records, discussion with colleagues and teachers

- To provide direct support for the learning of an individual pupil in order to achieve defined targets in their Individual Education Plan (IEP) and/or work plan, and in-class plans through:
  - Activities, interventions, differentiation, empathetic and sympathetic listening, direct guidance and the provision of appropriate positive feedback
  - Supporting the emotional and educational development of the pupil
  - Understanding that the pupil needs support, but also enable independence where possible

- To provide classroom support by:
  - Having high expectations and ambitions for the pupil
  - Following work plans approved by the teaching staff
  - Working closely with the teachers and SENCO to ensure a consistent approach to using strategies, differentiating work and reporting on outcomes
  - Reporting concerns about progress, identifying solutions, to the teacher
  - Promoting social, emotional and behavioural standards
  - Working closely with parents to ensure a consistent provision at home and at School

- To work as part of a multi-disciplinary team including teachers, therapists and other professionals
- To build and maintain successful relationships with all pupils, treat them with respect and consideration and demonstrate and promote the positive values, attitudes and behaviour that is expected from the pupils
- To respect pupils' social, cultural, linguistic, religious and ethnic backgrounds and be committed to raising their educational achievement
- To maintain and develop knowledge of ICT and use to help advance pupils' learning
- To maintain and develop understanding of own specialist area to support pupils' learning, and contribute effectively and with confidence to the classes in which one is involved
- To liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning
- To manage challenging behaviour under the supervision of classroom teachers and support the School's behaviour policy and practice
- To attend meetings as required
- To undertake relevant training and development, as required and effectively use learned skills to benefit pupils
- To improve one's own practice, including through observation, evaluation and discussion with colleagues
- To safeguard at all times confidentiality of information relating to pupils and staff
- To carry out any such duties as may be reasonably requested

ABA-specific:

- Implement individualised ABA programmes and teaching plans developed by the ABA Supervisor and wider multidisciplinary team, ensuring interventions are delivered with fidelity and consistency.
- Collect, analyse and maintain accurate behavioural, learning and communication data in accordance with agreed ABA programmes, supporting ongoing assessment, progress monitoring and programme review.
- Implement positive behaviour support strategies, including proactive approaches to reduce barriers to learning and promote socially significant behaviours.
- Support the development and generalisation of new skills across different people, settings and activities, helping the pupil apply learning consistently throughout the school day.
- Work closely with teachers, therapists and ABA professionals to ensure consistency of targets, strategies and reinforcement approaches across all environments

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Person Specification

The successful candidate will be likely to fit the following profile:

Qualifications and Experience

- GCSE in English and Maths (Grade C/4 or above) is essential
- Relevant Level 3 qualification is desirable
- Demonstrable levels of numeracy and literacy
- Experience of supporting children who have additional needs is desirable - this may include supporting children with EHC plans
- Experience working with autistic children in a school, ABA, therapeutic or SEND setting
- Experience implementing individualised support programmes and recording progress data would be advantageous
- Experience of working collaboratively as part of a multidisciplinary team is desirable

Knowledge and Skills

- Strong oracy skills, with the ability to communicate clearly and effectively, particularly in supporting a child with communication difficulties and Autism Spectrum Condition (ASC), are essential
- Familiarity with the needs of pupils with learning differences would be an advantage, including:
  - Autism
  - Social and Communication differences
  - Sensory Processing differences
  - Anxiety
  - Attention differences
- An understanding of the SEND Code of Practice 0-25 (2014)
- The ability to collect, interpret and accurately record pupil data and observations
- Strong organisational, administrative and ICT skills
- The ability to inspire, motivate and support pupils and colleagues
- Knowledge and understanding of behaviour management strategies
- Understanding of the importance of confidentiality when dealing with sensitive information
- Ability to work in a way that promotes the safety and well-being of children and young people

Personal Qualities and Attitudes

- Patient, empathetic and enthusiastic
- Sensitivity to the needs of others
- Ability to use own initiative
- Evidence of being able to work effectively within a team
- High levels of personal and professional integrity and the ability to exercise discretion
- Personal warmth to build rapport and gain the confidence of pupils, staff and parents
- High standards of personal presence and presentation and attention to detail
- Committed to Surbiton High School's ethos
- Committed to professional development and show a willingness to undertake appropriate training for this role
- Committed to ongoing professional development and willing to undertake ABA and other specialist training relevant to the role.

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To Apply

Please apply online via the link on the TES or our School website

Closing date for Applications: 8:00am, Monday 30 November 2026
Interviews to be held week commencing: 30 November 2026

Please note that the School reserves the right to appoint at any stage during the recruitment process.
For any queries relating to the role or your application, please email recruitment@surbitonhigh.com

The Benefits of Working for Surbiton High School

- Competitive Salary
- Extensive CPD Opportunities
- Flexible Working
- Complimentary School Lunches
- Fee reduction for children attending the School
- Contributory Pension Scheme
- Generous Rewards Programme
- Excellent transport links
- Working as part of a motivated and committed team

About Surbiton High School

We aim to inspire, encourage and empower our staff and pupils to be the very best they can be.

Surbiton High School is a friendly and vibrant community where people matter, results count and where a passion for excellence drives everything we do. We are a School with a real heart and soul, where we look beyond the A* to offer a breadth of opportunity which allows every pupil to flourish and every staff member to develop and succeed.

Our inspirational Teachers are committed to delivering a rich curriculum and programme of co-curricular activities which challenge our pupils to explore ideas for themselves. We feed our pupils' minds, but we also care passionately about their character development and happiness. Our approach to education means that Surbiton High School pupils achieve the very best exam results and are also compassionate, authentic young people with strong values, keen to make a positive difference in the world. Our Educational Support Staff are the backbone of the School, and are dedicated to supporting our aim of creating an intellectually rigorous and challenging academic environment which runs smoothly and efficiently.

Surbiton High School has approximately 1,600 pupils aged between 4 and 18. Our Preparatory Schools are divided into the Girls' Preparatory School and Boys' Preparatory School, and the Senior School is girls only from age 11 upwards.

We are looking for applicants who are passionate about inspiring those around them, bringing out 'The Best in Everyone' and working with us to remain a leading school of choice. The recent ISI 2026 inspection noted our deep commitment to pupils' well-being, our broad and balanced curriculum, the breadth of opportunities on offer, and the success gained by pupils both academically and in other spheres). *Read more on our website: www.surbitonhigh.com*

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Additional Information

Equal Opportunities

Surbiton High School is a member of the United Church Schools Trust, Charity Number 1016538 and is an equal opportunity employer. We expect all employees to act in a manner which is consistent with the Trust's principal objective: to provide education based on Christian principles. While we recognise that employees may come from other faith groups (as indeed do many of our pupils), we expect everyone in our community to conduct themselves appropriately in the light of this objective. As a School we, in turn, respect the different faiths of our colleagues and pupils, and welcome them and their contribution.

In Surbiton High School, male colleagues and those from ethnic minorities are under-represented among our staff; we would therefore wish to encourage them to apply. However, the aim of the selection process is to appoint the best possible candidate, and gender and ethnicity are not criteria for selection.

Eligibility for Employment

Surbiton High School is committed to safeguarding and promoting the welfare of children and young people and expects all who work at the School to share this commitment. Successful applicants will be subject to an Enhanced Disclosure from the Disclosure and Barring Service (DBS). Any offer of employment is thus conditional on clearance from the above, on the receipt of: two satisfactory references, a satisfactory medical questionnaire, proof of qualifications, overseas checks where applicable, and on proof of right to reside and work in the UK.

Choice of Referees

We wish to have someone who can write knowledgeably about your abilities to perform professionally in a position similar to this one. We also need to have the most recent possible references. Your referees should therefore normally include your current – or most recent – employer. If you are unable to supply referees who fit into the above categories, please explain this in your application. We shall carry out such further reference checks as are necessary to ensure the safety and welfare of children. Please provide professional, rather than home addresses for your referees, and supply email addresses in all cases.

United Learning
The best in everyone™

United Learning

United Learning is a unique group of independent and state schools working together to achieve the best in everyone. Our vision is to provide excellent education so that all young people are able to make a success of their lives and, if we are to realise this vision, we need to make sure we attract, develop and reward the key ingredient – you.