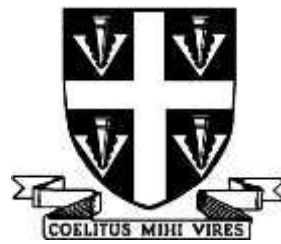


RANELAGH SCHOOL



LEARNING SUPPORT ASSISTANT



June 2026

Dear Colleague

Thank you for your interest in the post of Learning Support Assistant at Ranelagh School. In this letter, we aim to provide you with some further insight into our school and our priorities.

Ranelagh is an 11-18 coeducational, Anglican Academy based in the centre of Bracknell, a short walk from the railway station and with good road links. The school is always oversubscribed and currently has over 1100 students on roll, including 196 in the sixth form.

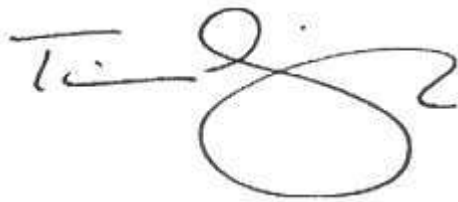
Our school has an excellent reputation at local and national level. The last inspection by Ofsted in 2024 judged us to be outstanding in all areas. This was our fifth outstanding report and, whilst we are very proud of this achievement, we are in no way complacent.

In addition to excellence in terms of academic outcomes, our purpose is to provide a supportive, stimulating and secure environment in which young people and staff can thrive. As such we seek to employ inspirational and energetic staff, committed to the school's ethos. In return, we aim to provide opportunities for continuing professional growth and development for all staff, beginning with a well-established induction programme.

Given that we spend such a significant proportion of our time in the workplace, it is important to take pride and pleasure in what we do here. Teaching and non-teaching staff collaborate well. They are mindful of one another's well-being and there is a strong sense of collective purpose.

If you are interested in learning more about the role, then please do contact me. I look forward to reading your applications.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Tim Griffith', with a large, stylized circular flourish at the end.

Mr Timothy Griffith
Headteacher

JOB DESCRIPTION

Job title	Learning Support Assistant
Hours	33 hours and 40mins per week, term time only plus three INSET days
Salary	BG-J3 FTE £25,525 – Actual annual salary £19,691
Contract	Permanent
Pension	Eligible for the Local Government Pension Scheme
Accountable to	SENDCo
KEY FUNCTIONS OF THE ROLE	
Roles and Responsibilities of all Ranelagh staff	As members of a cohesive team, all staff have a common section to their job description which identifies their general responsibilities. 1 To implement the aims of the school 2 To contribute to school reviews, evaluation and forward planning and actively to support the implementation of the school development plan 3 To ensure the implementation of all school policies 4 To ensure that all safeguarding procedures are understood and implemented 5 To maintain practices which lead to the highest standards of teaching and learning, pastoral care and guidance 6 Actively to maintain order and discipline in the school as well as to reward good conduct 7 To attend meetings as and when required according to responsibility and to communicate effectively with colleagues 8 To attend in service training sessions as appropriate and work with advisory staff 9 To liaise with parents and governors as appropriate 10 To encourage a stimulating, secure, safe and attractive environment 11 Actively to support the school in a public forum.
General Responsibilities	The Learning Support Assistant will support students, including those with special educational needs and/or disabilities, to access learning, make progress, develop independence and participate fully in school life. The postholder will work under the direction of the SENDCo, teaching staff and other relevant colleagues to provide in-class support, small-group intervention, one-to-one support where appropriate, and assistance with students' social, emotional and personal development. The role requires a commitment to safeguarding, inclusion, high expectations, confidentiality and positive relationships with young people.

Specific Responsibilities	Support for Students Support students in lessons so they can access the curriculum and make progress. Work with individuals and small groups to reinforce learning, develop confidence and promote independence. Support students with a range of needs, which may include cognition and learning needs, communication and interaction needs, social, emotional and mental health needs, sensory needs and physical needs. Encourage students to take responsibility for their own learning and behaviour. Help students develop literacy, numeracy, communication and study skills. Support students during transitions between lessons, breaktimes, lunchtimes and other parts of the school day where required. Promote positive behaviour in line with the school's behaviour policy. Support students' emotional wellbeing and report concerns to appropriate staff. Assist with personal care or medical support only where this is part of the role, agreed by the school and supported by appropriate training. Support for Teaching and Learning Work with teachers to understand lesson objectives and adapt support accordingly. Help prepare resources, materials and equipment for learning activities. Use strategies agreed by the teacher or SENDCo to support students' learning. Support students in completing tasks without creating over-dependence. Provide feedback to teachers and the SENDCo on student progress, engagement and barriers to learning. Support the delivery of planned interventions, keeping accurate records as required. Help students use assistive technology, adapted materials or access arrangements where appropriate. Support assessment for learning by observing students and sharing relevant information with teaching staff. Support for SEND and Inclusion Contribute to the implementation of student support plans, provision maps, EHCP outcomes and other agreed strategies. Work in line with the school's SEND policy and inclusive practice expectations. Support students to participate in the wider life of the school, including enrichment activities, trips and school events where required. Promote equality of opportunity and challenge discrimination, stereotyping or bullying. Support students with communication, organisation, social interaction and emotional regulation as appropriate. Work sensitively with students who may have experienced trauma, anxiety, low confidence or barriers to attendance and engagement. Support teaching staff to identify barriers to learning.
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	Safeguarding and Welfare Follow the school's safeguarding and child protection policies at all times. Be alert to signs of abuse, neglect, exploitation, radicalisation, bullying or other welfare concerns. Report safeguarding concerns promptly to the Designated Safeguarding Lead or appropriate senior member of staff. Maintain appropriate professional boundaries with students. Handle confidential information appropriately and in line with school policies. Contribute to a safe, respectful and supportive school environment. Communication and Teamwork Work collaboratively with teachers, support staff, pastoral staff and senior leaders. Communicate professionally with students, colleagues, parents/carers and external professionals. Attend relevant meetings, briefings and training sessions as required. Contribute to reviews of student progress where appropriate. Maintain accurate records of support, interventions, incidents or concerns as directed. Uphold the values, ethos and policies of the school. Professional Development Participate in induction, appraisal and professional development. Undertake training relevant to the role, including safeguarding, SEND, behaviour, first aid or specific student needs where required. Reflect on practice and seek advice when needed. Keep up to date with relevant school procedures and expectations. General Responsibilities Carry out duties in accordance with school policies, including safeguarding, behaviour, SEND, equality, health and safety, data protection and staff code of conduct. Promote the school's commitment to equality, diversity and inclusion. Act as a positive role model for students. Undertake other reasonable duties appropriate to the grade and nature of the role as directed by the Headteacher, SENDCo or line manager.
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PERSON SPECIFICATION

Attributes	Essential	Desirable
Education and Qualifications	Good standard of education, including GCSE English and Mathematics at grade C/4 or above, or equivalent. Willingness to undertake relevant training. Understanding of the importance of safeguarding and child protection.	Level 2 or Level 3 Teaching Assistant qualification, or equivalent. Training in SEND, autism, dyslexia, ADHD, speech and language, mental health or behaviour support First aid qualification. Relevant safeguarding training.
Knowledge and understanding	Understanding of the role of a Learning Support Assistant in helping students access learning. Awareness of barriers to learning that may affect young people. Understanding of confidentiality and professional boundaries. Awareness of safeguarding responsibilities in a school setting. Commitment to inclusion and equality of opportunity.	Knowledge of the SEND Code of Practice. Understanding of adaptive teaching strategies. Knowledge of behaviour support strategies. Understanding of social, emotional and mental health needs. Familiarity with assistive technology or access arrangements. Competence to support in mathematics in Key Stage 3 and Key Stage 4
Experience	Experience of supporting learning, wellbeing and personal development. Ability to build positive relationships with young people. Ability to work as part of a team.	Experience of supporting students with SEND, and/or EHCP's Experience of delivering small-group or one-to-one interventions. Experience of working with students who may present challenging behaviour or emotional needs. Experience of working with trauma-informed practice strategies.
Skills and attributes	Clear and respectful communication skills. Ability to support students calmly and patiently. Ability to follow instructions and work under the direction of teaching staff. Ability to use initiative when appropriate. Ability to motivate and encourage Good organisational skills with the ability to keep accurate records. Ability to manage sensitive information confidentially.	Ability to adapt resources to meet individual needs. Ability to support students with reading, writing, organisation or revision skills. Ability to de-escalate situations using positive behaviour strategies. Confidence using school systems, Microsoft Office, Google Workspace or similar platforms.
Personal Qualities	Patient, reliable and resilient. Caring, professional and approachable. Flexible and willing to support students with a range of needs. Commitment to safeguarding and promoting student welfare. Commitment to the school's ethos and values. Positive attitude towards professional development.	Interest in developing a career in education, SEND, pastoral care or youth support. Ability to contribute to wider school life.

ETHOS AND AIMS OF RANELAGH SCHOOL

Ethos

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with that Church at parish, deanery and diocesan levels.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

The school aims to provide a supportive, stimulating and secure environment where high standards of learning and personal responsibility are expected and achieved and where every member of the school community is respected and valued.

Aims

- 1 To provide the environment, stimulus and opportunities which will encourage and enable every individual to discover and fulfil their potential.
- 2 To enable each individual to develop confidence and self-esteem, and to encourage self-reliance, self-discipline and corporate responsibility both in school and in the wider community.
- 3 To develop each student's capacity to take responsibility for his/her own learning and to work constructively as a member of a group or a team.
- 4 To provide opportunities for each student to participate in and enjoy a range of cultural, creative, practical, physical and social activities and to develop their knowledge and skills in these areas. To provide opportunities for moral and spiritual development.
- 5 To ensure that each student leaves school with qualifications and achievements commensurate with his/her ability, with the knowledge, skills, attitudes and values which will provide the confidence to lead a fulfilled and responsible life, and with an awareness that learning is a life long process.
- 6 To educate all students through a broad and balanced curriculum which will prepare them effectively for adult life in a multicultural society and an interdependent, changing world.

HOW TO APPLY

Please complete the online application form available via the school website:

www.ranelagh.bonitas.org.uk

Please note that CVs cannot be accepted.

No agencies please.