

**NOTRE DAME HIGH SCHOOL
JOB DESCRIPTION**

Notre Dame High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Job Title	Tier 3 Learning Support Assistant – Cognition and Learning (Equivalent to L3 Teaching Assistant)
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Working Pattern	33.75 hours per week / Term time only
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Salary Scale	Grade 4: £25,584 - £27,711 per annum pro rata Actual starting salary: £20,073.21 - £21,742.05 per annum, depending on scale and experience
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Purpose of the Job	To provide specialist support for students with cognition and learning difficulties, including dyslexia, moderate learning difficulties (MLD), and working memory needs. The role involves delivering structured Wave 2 interventions, supporting curriculum access, and developing students’ confidence and independence in literacy, numeracy, and wider learning.
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Responsible To	SEN Co-ordinator / SEND Inclusion Leader
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Responsible For	N/a
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Level of Contact with Children & Degree of Responsibility	Level of Contact with Children	High
	Degree of Responsibility for Children	High

Conditions of Employment	The conditions of employment for members of non- teaching staff are defined in the current National Joint Council for Local Government Services Document and the Catholic Education Service. To endeavour to implement the Notre Dame High School Mission
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Statement, promoting and supporting the ethos of the school as a learning and caring community committed to following Christ's teaching.

Main Duties and Responsibilities:

1. Specialist Student Support

- Deliver targeted interventions such as Fresh Start, Dyslexia Gold, Precision Teaching, Number Sense, Birmingham Toolkit and Typing Support.
- Provide structured 1:1 and small group support focusing on phonics, comprehension, writing, spelling, and numeracy.
- Help to identify students who will need additional interventions to help them to thrive confidently in the classroom
- Reinforce foundational skills that enable students to access the full curriculum.

2. Inclusive Classroom Practice

- Work with teachers to support inclusive curriculum access in the classroom with suggestions for development following intervention work
- Pre-teach concepts and reinforce lesson content to aid understanding and retention.
- Encourage and develop effective use of overlays, reading rulers, laptops, and accessible resources.

3. Intervention Planning and Feedback

- Track pupil progress using assessments such as spelling age, reading age, and intervention-specific data.
- Contribute to the Assess–Plan–Do–Review cycle for each student involved in intervention or supported in class.
- Provide clear feedback to class teachers and the SENCO, and contribute to EHCP reviews where required.
- Communicating progress with stakeholders and sharing strategies that they can then also use to support students

4. Promoting Independence and Learning Confidence

- Encourage students to take ownership of their learning by using strategies independently (e.g. chunking, use of word mats, spelling banks).
- Support development of metacognitive skills – knowing how to plan, check, and improve work.
- Celebrate small steps of progress and foster a growth mindset approach to challenges.

5. Professional Development

- Attend training to support professional development such as dyslexia interventions, numeracy interventions, and inclusive classroom practice.
- Maintain up-to-date knowledge of evidence-based strategies for students with cognition and learning needs.
- Take part in LSA team meetings, SEND briefings, and review sessions.

Key Attributes:

- Experience supporting students with literacy, numeracy, and/or memory difficulties.
- Understanding of common barriers to learning, particularly dyslexia and MLD.
- Skilled at using structured interventions and tracking impact.
- Committed to enabling every student to succeed academically and develop confidence.

Additional Specific Responsibilities:

- Provide in-class support for students who require ongoing literacy and numeracy scaffolding.
- Assist with transitions and preparation for assessments where additional needs are identified.
- Promote Notre Dame's ethos of dignity, success, and inclusion for all learners.
- Support the access, inclusion, and dignity of students with physical disabilities, including assisting a wheelchair user around the site as needed.
- Undertake appropriate training in the use of mobility aids, including EVAC chair training, and ensure safe practice in line with moving and handling guidance.

General Duties:

- To support and contribute to the Catholic nature of the school as directed by the Headteacher and Governors
- To share responsibility for the school's commitment to safeguarding and promoting the welfare of children and young people.