



Job details

Job title: Learning Support Assistant

Base Setting: XXXXX

Salary: Grade C-D

Hours: XXXXXXXXX

Contract type: XXXXXXXXX

Reporting to: XXXXX

Main purpose

As a valued member of the Learning Support Assistant and wider Trust team you will:

- Place the safeguarding, learning and wellbeing of all pupils at the heart of all aspects of your work – look at every aspect of school life through a safeguarding lens
- Give support to pupils, individually or in groups, so they can access the curriculum, actively participate in learning and experience a sense of achievement
- Consistently promote pupils' independence (provide the least amount of help first), self-esteem and social inclusion
- Develop effective relationships and work collaboratively with colleagues

In our Trust, you will have a positive impact on pupil outcomes by:

When the teacher is talking to the whole class, add value by:

- Ensuring pupil engagement
- Supporting pupils to focus on the teacher
- Picking up on basic skill errors
- Making notes of flip charts/boards
- Making observations for yourself and to pass to the teacher
- Supporting language and vocabulary
- Making subtle adaptations as required

At any time:

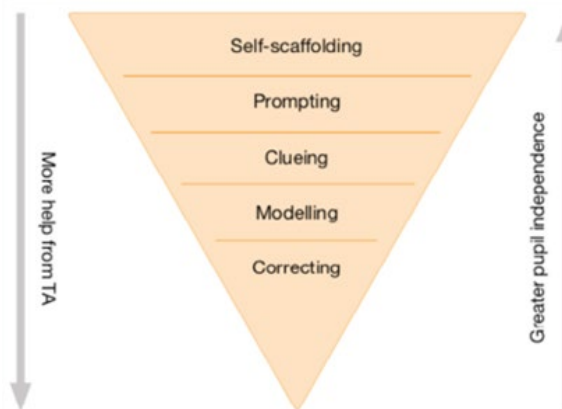
- Aware of pupils' needs and safeguarding
- Communicating with other adults
- Undertaking live marking and feedback
- Praising in public, debriefing in private
- Addressing misconceptions, modelling
- Reducing and managing distractions
- Questioning and deepening thinking
- Enhancing and implementing your own learning

When you are working with a group:

- Prompting and clueing – least amount of help first. Encourage thinking
- Encouraging purposeful learning talk
- Checking pupils' understanding
- Modelling resilience and independence
- Using resources to support the learning
- Encouraging self-scaffolding
- Roaming and live marking

When all children are independent:

- Deploying teacher's pre-planned questioning to deeper learning
- Using assessment for learning to identify and address misconception
- Praise, clue, prompt and question
- Listening to learning discussions
- Pen in hand – live marking and feedback
- Encouraging children to rehearse



When the teacher is with a group (and the LSA isn't):

- Referring to planning
- Roaming the room, intervening and re-shaping learning to address misconceptions
- Pen in hand – live marking and feedback
- Ensuring pupils are focused on their learning, supporting live adaptation
- Modelling and praising high behaviour expectations

Before learning commences:

- Pre-teaching, including vocabulary
- Referring to planning
- Ensuring that pupils have all the equipment that they need
- Asking questions of the teacher to ensure understanding of the concept and your role in the learning
- Being clear how you might re-shape or extend pupils learning

During the end of the learning:

- Asking reflective questions, as appropriate
- Ensuring that attention isn't drawn away from the teacher
- Supporting pupils to re-focus
- Have a pen in hand – live marking
- Preparing for the next lesson
- Modelling and praising high behaviour expectations

After the learning has finished:

- Feedback to the teacher about how well the pupils understood the learning intention
- Pupil conferencing – What Went Well (WWW) and Even Better If (EBI)
- Re-capping learning
- Pre-teaching new learning
- Preparing for the next lesson
- Praising pupils

Safeguarding and Health and Safety

- Promoting the safety and wellbeing of pupils, including looking at every aspect of school life through a safeguarding lens by following the requirements of Keeping Children Safe in Education and all associated policies e.g. child protection, code of conduct, behaviour
- Promoting a culture of safeguarding in every respect, including adherence to health and safety at all times
- Support the provision of intimate care of pupils, in line with school policy

Building effective relationships with pupils

- Understanding pupils' needs and personalising your approach (e.g. vocabulary, body language)
- Show empathy and understanding of the child's wider picture and validating their feelings so you are alongside them in their difficulty
- Be an effective role model
- Help reduce pupil's anxiety through a trusting relationship and range of skills
- Increase pupil's self-esteem with continual, authentic praise, whilst demonstrating an understanding equity of equality
- Be able to remain calm and consistent and in control of your own emotions, in challenging situations, to ensure pupils feel secure and safe

Working with colleagues and other relevant professionals

- Communicating with other colleagues, pupils, and with parents and carers under the direction of the class teacher in an effective, timely and proactive manner
- Communicating your knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on appropriate intervention and provision
- Keeping other professionals accurately informed of performance and progress or concerns they you have about the pupils you work with
- Collaborating and working with colleagues and other relevant professionals within and beyond the base setting and Trust, as appropriate
- Developing effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contributing to the development, implementation and evaluation of the Trust and school's policies, practices and procedures, so as to support the Trust and school's values and vision.
- Demonstrate willingness to be flexible to the needs of pupils and the wider base setting and Trust context
- Making a positive contribution to the wider life and ethos of your base setting, and wider Trust as applicable

Professional development

- Being proactive in developing yourself as a professional by active participation in learning and development within the base setting, Trust and beyond.
- With support, take opportunities to build the appropriate skills, qualifications, and/or experience required for the role
- Taking a proactive role in your own performance development, including participation in personal reviews and target setting aligned to the [professional standards for teaching assistants](#)

Personal and professional conduct

- Upholding public trust in the education profession and maintain high standards of ethics and behaviour, within and outside of school
- Having proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the Trust community
- Consistently acting with integrity, including respecting individual differences, diversity and actively embracing inclusion

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the post holder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal or line manager.

Inspire Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that all our employment practices reflect this commitment.

Person specification

Criteria	Qualities
Qualifications and experience	› Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held) › GCSEs at grades 9 to 4 (A* to C) including English and Maths › Experience of working with children
Skills and knowledge	› Good literacy and numeracy skills › Good organisational skills › Ability to build effective working relationships with pupils and adults › Skills and expertise in understanding the needs of all pupils › Knowledge of how to help adapt and deliver support to meet individual needs › Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils › Excellent verbal communication skills › Active listening skills › The ability to remain calm in unexpected situations › Knowledge of guidance and requirements around safeguarding children › Good computing skills, particularly using computing to support learning › Understanding of roles and responsibilities within the classroom and whole school context
Personal qualities	› Enjoyment of working with children › Sensitivity and understanding, to help build good relationships with pupils › A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the Trust › Commitment to maintaining confidentiality at all times › Consistent demonstration of your understanding of safeguarding culture › Demonstration of the characteristics outlines in the professional standards for teaching assistants

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Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: June 2026

Next review date: June 2027

Headteacher's signature:

Date:

Postholder's signature:

Date:
