



Learning Support Assistant – Job Description 2025

Supporting pupils

1. Build positive relationships with pupils, promoting high self-esteem and independence
2. Adapt communication style to respond to pupils according to their individual needs and plans
3. Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate using agreed plans
4. Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention
5. Assist with the development, delivery and assessment of individual education and support plans
6. Communicate effectively with parents and carers under the direction of teachers

Teaching and learning

1. Assist in the educational and social development of pupil(s) under the direction and guidance of the Headteacher, the SENCo and Class Teachers
2. Support class teachers with managing behaviour effectively to ensure a good and safe learning environment in line with the school's relationship and behaviour policy
3. Work with individuals and groups of children, under the guidance of the teacher, including children with Special Educational Needs and behaviour problems.
4. Provide support for individual pupil(s) inside and outside the classroom to enable them to fully participate in activities
5. Collaborate and work with colleagues and other relevant professionals within and beyond the school, such as speech therapists and occupational therapists, as necessary
6. Assist class teachers with maintaining pupil records, including termly assessments
7. Support pupil(s) with emotional or behavioural problems and help develop their social skills

Administrative duties

1. Prepare and present displays of pupils' work
2. Support class teachers in photocopying and other tasks in order to support teaching
3. Undertake other duties from time to time as the Headteacher require

Standards and quality assurance

1. Support the aims and ethos of the school in providing a quality education for all children and enabling them to become independent learners who are able to achieve their potential
2. Set a good example in terms of dress, punctuality and attendance
3. Attend team and staff meetings, and INSET days as required; take part in the school's appraisal procedures
4. Undertake professional duties that may be reasonably assigned by the Headteacher
5. Be proactive in matters relating to Health & Safety & First Aid
6. Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school

Other duties and responsibilities

1. Assisting pupils on arrival to school
2. Supervising pupils as they move about the school between sessions
3. Supervising break-times and lunchtimes
4. Provide intimate care when necessary

The Good Shepherd Trust 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.

	Essential	Desirable
Qualifications and training	Good basic education to GCSE level in literacy and maths, or the equivalent (at least C Grade or equivalent).	NVQ level 2 or equivalent qualification, relevant to the post. Recent training relevant to the post.
Knowledge and Experience	Experience of supporting children primary age children. Good understanding of child development, co-regulation and learning.	Previous experience supporting children in 1:1 situations, including those with additional needs. Experience of running intervention programmes in a primary school setting. Specific experience of working with children with cognition and learning difficulties, or physical disabilities/medical conditions, or social, emotional, mental health difficulties.
Skills	Good organisational skills. Able to explain tasks simply and clearly. Able to work under the guidance of the class teacher/SENCO. Able to co-regulate with children.	Able to monitor, record and make basic assessments about individual progress. Confident in the use of ICT. Able to supervise pupils and manage behaviour with confidence, and in line with the school policy and any specific behaviour plans. Able to adapt learning tasks for pupils with cognition and learning difficulties, being flexible in approach
Personal Qualities	Ability to work as part of a team and support initiatives effectively. Cheerful, flexible and approachable. Able to demonstrate patience and enthusiasm, and with the resilience to start each day 'afresh' with children. Able to support the school in the safeguarding of children. Prepared to ask for advice and support where necessary.	Willingness to contribute to the wider life of the school.