



## Job Description: Learning Support Assistant (including Midday Supervision Assistant Duties)

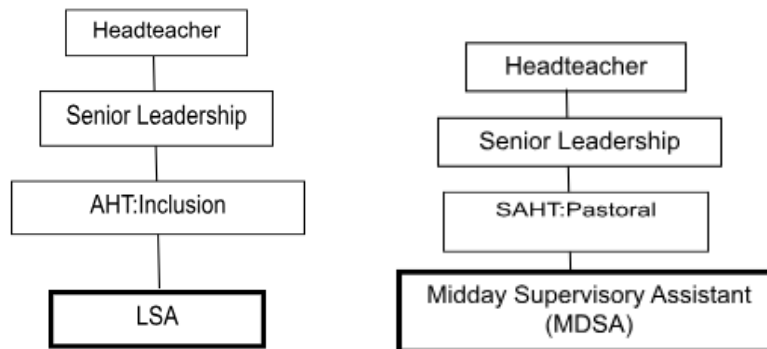
**Reporting to:** **LSA:** AHT- Inclusion & **MDSA:** SAHT:Pastoral  
**Hours:** **30 hours, 10 mins per week** (30.167 hours) term-time and training days  
(Mon-Thurs 8.45am-3.35pm (30 mins unpaid lunch break)  
Fri 8.45am-1.35pm  
**Salary:** NJC Scale 2A, points 3-4 (starting from £17,292 actual p/a)  
**Contract:** Permanent (Subject to probationary period)

This job description may be amended at any appropriate time, following consultation between the Headteacher and the Technician, and will be reviewed annually. Priorities for the year will be negotiated and highlighted.

### Core purpose of post:

Under the instruction and guidance of teaching staff/managers, to undertake educational activities and attend to the educational, personal and social needs of pupils in order to support their learning and development and to ensure their safety.

### Organisation charts:



### Safeguarding Children and Young People

The SCHOOL is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment.

Appointment to this post will be subject to the following pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK

- Professional Registration (for qualified teaching staff)
- Disclosure and Barring Service (DBS) (for all staff and volunteers)
- References (these will be sought before interview)

A start date for successful job applicants will not be confirmed until clearance from all the above checks has been obtained.

Please note that the DBS check will reveal ALL convictions, reprimands, cautions and bind overs even if considered as spent within the Rehabilitation of Offenders Act. As this post is a regulated activity, a DBS check is essential.

## **MAIN RESPONSIBILITIES:**

### **Support for Pupils**

1. To attend to the educational, personal and social needs of pupils and any other requirements depending on the pupil's special needs and, wherever possible, make these part of the learning experience (this may include toileting, other hygiene needs, help with dressing and/or assisting with feeding if necessary).
2. To promote and support the inclusion of all pupils in the learning activities in which they are involved.
3. Whilst there may be a specific requirement to support a named pupil or pupils with an Education, Health, Care Plan (EHCP), support to other pupils will also be required, at the direction of the Assistant Headteacher (AHT):Inclusion/Headteacher.
4. Under agreed school/trust procedures, to give first aid/medicine where necessary; assist with programmes of special care, such as physiotherapy, hydrotherapy or speech therapy under the direction of the appropriate specialist.
5. To assist with preparation for school visits and the supervision of pupils on such visits, in liaison with the Educational Visits Coordinator.

### **Support for Teachers**

1. Within the overall plan set by the class teacher to assist in devising and extending educational activities and in preparation of the curriculum. This may include contributing to the development and implementation of individual targets, Individual Education Plans and Personal and Pastoral Support Plans.
2. To help assess and systematically record pupils' progress, by providing feedback about pupils' learning and achievements to the class teacher and using the results of this monitoring in further support work.
3. To efficiently prepare, maintain and use classroom teaching materials and equipment, including organising the use of audio/visual and ICT equipment, bearing in mind the efficient use of school resources (this may include photocopying, arranging displays of work etc).
4. To assist in maintaining classroom discipline by working with individuals and groups of pupils in developing expectations of acceptable personal and social behaviour and help make them part of the learning experience.

## **Support for the Curriculum**

1. To support the teaching of English, Mathematics, Science or other subject specific curriculum areas/specialisms as required and agreed with the Headteacher.

## **Support for the School**

1. To work collaboratively with colleagues as part of a professional team, in particular the class teacher, the AHT:Inclusion and other Learning Support Assistants; working at all times within the school's policies and procedures
2. To assist in the general efficient operation of the school, including providing cover for other support staff where necessary and as directed by the AHT:Inclusion/Headteacher.
3. To attend staff/team meetings, participate in performance management arrangements and undertake Trust level training and development activities.
4. To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information.
5. To perform daily morning break duties, ensuring the general welfare and proper conduct of the pupils.
6. To undertake tasks of a similar nature and level, as directed by the Headteacher/AHT:Inclusion.

## **Midday Supervisory Assistant**

1. To supervise pupils at lunchtime whether indoors or outside in accordance with the instructions of the Senior Assistant Headteacher: Pastoral, the Senior Leadership Team and/or Headteacher, including:
  - managing the queue to the dining room/picnic room, including monitoring any walk or journey which might be required.
  - allocating seating to children in the Picnic Room and checking food has been consumed and rubbish disposed of as the children leave the room.
  - taking such steps as are necessary when pupils are sick, summoning any assistance needed to deal with injuries or illness.
2. To provide positive and firm control by implementing the school behaviour policy.
3. To deal with cases of unruly or unsocial behaviour by pupils where appropriate, or report the incident immediately to the Senior AHT:Pastoral or Headteacher.
4. To provide assistance for pupils, where necessary, with their food and give guidance on the proper use of cutlery.
5. To provide assistance for pupils, where necessary, to carry trays etc. to table and to return empty dishes etc. to the service counter.
6. To mop up and wipe spillage from the floor surfaces or meal tables, and ensure that the dining area is left in a tidy condition.
7. To ensure that any injury or sickness of pupils is reported immediately to the First Aider or or deal with incidents of First Aid as a qualified First Aider (where relevant).
8. To check that no pupil remains in outside areas when afternoon lessons are about to begin.

## Other

1. To follow the Staff Code of Conduct and Trust/School policies and procedures in their entirety.

### **Person Specification – Learning Support Assistant (including Midday Supervision Assistant Duties)**

Essential	Preferred	Source
<b>Professional Qualifications and Training</b>		
<ul style="list-style-type: none"> <li>• Good Standards of Literacy and Numeracy (Equivalent to GCSE Grade 4 or above in English and Maths)</li> <li>• NVQ Level 2 or equivalent in supporting teaching and learning.</li> <li>• The ability to converse at ease with members of the public and provide advice and information in accurate spoken English.</li> <li>• DBS Clearance- to be completed by the school upon appointment</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ Level 3</li> <li>• Current First Aid qualification</li> <li>• Basic food hygiene Certificate</li> <li>• Further relevant qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Certificates provided at time of interview</li> <li>• Application/ appointment process. Written tasks during Interview</li> </ul>
<b>Experience</b>		
<ul style="list-style-type: none"> <li>• Minimum of 6 months' experience of working with children in an educational setting, within the last 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 years' experience of working with children in a school.</li> <li>• Experience of working 1:1 with children.</li> <li>• Experience of working with SEND.</li> <li>• Experience of ASD, ADHD, SEMH.</li> <li>• Experience of supervising children in unstructured settings (e.g., playgrounds, dining halls, youth clubs, or community play schemes).</li> <li>• Experience organising or facilitating playground games, positive play activities, or outdoor recreation.</li> </ul>	<ul style="list-style-type: none"> <li>• References</li> <li>• Application</li> <li>• Interview</li> </ul>
<b>Knowledge, skills and abilities</b>		
<ul style="list-style-type: none"> <li>• Understanding the educational, social and emotional needs of children.</li> <li>• Ability to contribute to the planning and development of educational activities.</li> <li>• Ability to work collaboratively with others as part of a professional multi-disciplinary school team.</li> <li>• Ability to work proactively and use initiative without constant supervision.</li> <li>• Ability in the use of IT in a classroom setting as a professional tool.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of planning and development of educational activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Practical tasks</li> <li>• Interview</li> </ul>

<ul style="list-style-type: none"> <li>• Excellent behaviour management skills, specifically the ability to apply the school's behaviour policy positively, and consistently in unstructured settings (playground/dining hall).</li> <li>• Ability to identify and proactively manage hazards or safety risks during lunchtime play and dining periods.</li> <li>• Ability to mediate and resolve minor peer-to-peer conflicts or disputes on the playground calmly and constructively.</li> <li>• Understanding of basic hygiene practices, safe food handling, and cleaning spills in a dining hall environment.</li> </ul>		
<b>Personal qualities</b>		
<ul style="list-style-type: none"> <li>• Willingness to undertake training and development.</li> <li>• Ability to work effectively and flexibly both independently and as part of a team to meet deadlines.</li> <li>• Well-organised, with the skills to plan, prepare, and keep records effectively</li> <li>• Positive, energetic, enthusiastic, and resilient attitude; thrives on day-to-day challenges.</li> <li>• A caring, compassionate, and supportive attitude towards all children, with a deep commitment to inclusion and equal opportunities.</li> <li>• Ability to maintain strict confidentiality in respect of school-related matters.</li> <li>• High level of alertness and active vigilance to monitor large areas (playground/field) and spot potential safety or behavioural issues quickly.</li> <li>• Assertive, approachable, and authoritative presence to command respect and ensure safety during busy, high-energy lunchtime environments.</li> </ul>		<ul style="list-style-type: none"> <li>• Interview</li> <li>• Practical tasks</li> <li>• Application</li> <li>• References</li> </ul>
<b>Other</b>		
<ul style="list-style-type: none"> <li>• To express a clear philosophy, for promoting the learning and personal development of pupils</li> <li>• Evidence of attending to personal professional development</li> <li>• Ability to perform all physical duties of the role, including the lifting/moving of light classroom/playground equipment and catering items.</li> <li>• Ability to meet the diverse physical and hygiene needs of individual pupils (including personal care, feeding, and dressing where necessary).</li> <li>• Commitment to providing a consistently high standard of work.</li> <li>• A clear, high-standard application that responds directly to the Job Description and Person Specification.</li> <li>• Commitment and willingness to work lunchtimes as a core, contracted element of the daily schedule.</li> <li>• Willingness to occasionally adjust working arrangements to meet changes in school circumstances.</li> <li>• Sense of humor, adaptability, and a readiness to respond positively to new challenges.</li> <li>• Current clean driving license for travel to work.</li> </ul>	<ul style="list-style-type: none"> <li>• Current First Aid Qualification</li> <li>• Current clean driving license with D1 category (allowing minibus driving).</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>