

# Learning Support Assistant

## Job Description & Person Specification



**RENAISSANCE EDUCATION**  
Specialist Therapeutic Schools



**Approved by:** Jayson Rawlings

**Last reviewed on:** September 2025

**Next review due by:** September 2026

**Title** Learning Support Assistant (Level 1, 2 and 3)

**Salary Scale:**

Level 1 LSA (Actual £20,013 – £20,946)

Level 2 LSA (Actual £21,308 – £23,766)

Level 3 LSA (Actual £24,176 - £25,323)

Level 3 LSA with additional responsibilities – up to £28,274

**Hours:** 37.5 hours

**Contract type:** Permanent – 39 weeks

**Reporting to:**

Class Teacher

Key Stage Lead

Senior Leadership Team including Headteacher.

**Purpose & Objective**

Under the instruction and guidance of the Head Teacher, Senior Leadership Team, Key Stage, Class Teacher and other professionals you will undertake educational activities and attend to the educational, personal and social needs of the pupils in order to support their learning and development and ensure their safety. You will assist in the support of small groups or individual pupils both inside and outside of the classroom.

As an LSA, you will ensure that you meet the standards of the LSA Policy and set high expectations for yourself to fully meet the needs of the children and the school.

**Responsibility: Supporting the Pupil**

**Support for pupils/students (either individually or in groups)**

- Establish and maintain relationships with children and young people at Renaissance Education developing an understanding of their specific needs
- Support the activities of individuals or groups of children. Participate in the education of children, including contributing to their health and well-being
- Support children with special needs including:
  - Sensory and/or physical impairment
  - Cognition and learning difficulties
  - Social, emotional and mental health difficulties including high levels of anxiety and behavioural difficulties
  - Communication and interaction difficulties including sensory processing difficulties.
- Aid child/ren to be able to access the curriculum and learn as effectively as possible both in group situations and on his/her own by:
  - Clarifying and explaining instructions using resources
  - Ensuring the child is able to use equipment and materials provided
  - Motivating and encouraging children as required
  - Assisting in areas of weakness, e.g. language, behaviour, reading, spelling, handwriting, presentation etc

- Helping pupils to concentrate on and complete work set
- Liaising with class teacher devising complementary learning activities where appropriate.
- To encourage pupils to become more independent working
- Support on offsite activities including Active Citizens.
- Contribute to the management of pupil behaviour by:
  - Promoting school policies about pupil behaviour and high expectations for all children
  - Supporting the implementation of positive behaviour support strategies to manage pupil behaviour as per their ILP and BSP.
  - Provide support to colleagues around the school where required.
  - Develop methods of promoting/reinforcing children's self-esteem, motivation and self-worth
- To reinforce the targets set in the child's PEP and EHCP outcomes.
- To participate in appropriate professional development including adhering to the principle of performance management.

### **Responsibility: Supporting the Teacher**

#### **Support for the teacher (s)**

- To support teaching staff in the development and education of pupils/students including the provision of specialist skills as appropriate.
- Support the classroom teacher with administration and contribution to the daily record logs to support safeguarding, behaviour and learning by:
  - Keeping a daily record of the children's progress on the ILP trackers including intervention logs and new information.
  - Keeping behaviour logs recorded on Arbor
  - Updating positive behaviour logs and rewards
  - Following safeguarding processes and logging of concerns on MyConcern, reporting concerns to the DSL or DDSL as per the safeguarding policy
  - Contribute to the maintenance of child/ren's progress record
  - Contribute and participate in the evaluation of each child's EHCP and ILP's
  - Contribute and participate in the evaluation of each child's BSP and Risk Assessments
  - Assist the teacher with observation and monitoring of the progress of children
- Respect the confidential nature of information regarding pupils and staff at Renaissance Education in line with the school's GDPR policy.
- Have access to all relevant up-to-date files and documentation
- Provide teaching support to individual pupils or small groups in the classroom and across the school in general
- Promote positive behaviour patterns, raise self-esteem and improve independent working in children to assist in their education and growth
- To develop learning opportunities based on pupils prior learning and understanding of the children
- To assist the teacher where necessary with preparation and clearing away of the classroom and materials to ensure effective and efficient teaching including general tidiness of the classroom and areas around the school.
- To set up learning environments, which may include laptops, tablets, switch operated equipment and displays

- Undertake routine marking in line with the school assessment and marking policy
- Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made) or for a very short period of planned absence for less than a whole lesson (Level 3)
- Support the maintenance of children's safety and security
- To supervise school non-class and transition times including start of day, break times, lunch time (split duty) and end of school day transitions.

### **Support for the Curriculum**

- To develop your knowledge of the curriculum and schemes of work used by Renaissance Education, and contribute ideas to develop pupils learning and skills
- To contribute to the development and evaluation of curriculum plans and schemes of work used by Renaissance Education
- To support the teaching of literacy, numeracy and other specific curriculum areas as required and agreed with the Head Teacher, Senior Leadership Team, Key Stage Lead and Class Teacher
- Support the use of information and communication technology in the classroom.
- To support learning through the development and production of work related tasks and materials.
- Any other duties as commensurate within the grade/level in order to ensure the smooth running of the school

### **Support for the Wider School Community**

- To work collaboratively with colleagues as part of a professional team, in particular the class teacher and other teaching assistants
- To assist in the general efficient operation of the school, including providing cover for other staff where necessary and as directed by the Head Teacher.
- To attend staff meetings, participate in appraisal arrangements and undertake training and development activities.
- Liaise with parents professionally and appropriately
- Review and develop own professional practice including online social media presence
- To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information.
- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people they are responsible for or comes into contact with
- To ensure their tasks are carried out with due regard to Health and Safety.
- To undertake and contribute to the risk assessment of the environment and activities, ensuring that pupils and staff are safe at all times.
- To maintain an up to date knowledge of school policies and working practices.
- Work, as deployed, across the curriculum and in all Key Stages within the school in accordance with the job.

### **Training expectations:**

- To make a commitment to your own professional development, undertaking training that is identified through appraisal and the school development plan

- To participate in appropriate professional development including adhering to the principle of my appraisal.
- To undertake regular training and implement school policies and procedures including:
  - Child Protection Training
  - SEND Specific Training
  - Curriculum and Assessment Training
  - PRICE Training
  - First Aid Training
  - Health and Safety
  - Fire Safety
  - Food Safety
  - Risk Assessment
  - COSHH

### **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school
- To report any safeguarding concerns to the DSL and/or DDSL and record on MyConcern.

Learning Support Assistants are required to follow school policies and the staff code of conduct.

Please note, 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 TA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager.

# Person specification

## Method of Assessment (M.O.A.)

A.F. = Application Form; I = Interview; T = Test or Exercise; C = Certificates

| CRITERIA                                  | QUALITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | MOA                             |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <p><b>Qualifications and training</b></p> | <p>A Level 1 LSA (RQF) qualification is desirable for a Level 1 position<br/>                     Level 2 or 3 LSA (RQF) qualification is essential for a Level 2/3 LSA position.</p> <p>GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths</p> <p><b>Pre 2010 Accepted Essential Qualifications for the post are:</b><br/> <b>(All courses must include contact hours in an education setting).</b><br/>                     NNEB, National Diploma Caring, BTEC National Diploma (2 years); Caring Services (Nursery Nursing); BTEC National Diploma in Childhood Studies (Nursery Nursing); BTEC National Diploma Early Years and Childhood Studies; BTEC National Diploma early Years Care and Education; BTEC Level 3 Certificate for Teaching Assistants; BTEC National Diploma Early Years; CACHE Level 3 NVQ in Supporting Teaching and Learning in Schools; CACHE Level 3 Certificate in work with Children – Early Years (Accreditation of Prior Experiential Learning APEL); Certificate of Higher Education Learning Assistants; City &amp; Guilds NVQ Level 3 Teaching Assistants; City &amp; Guilds NVQ Level 3 in Supporting Teaching and Learning in Schools; Classroom Support Worker Qualification – secondary (NVQ Level 3 Teaching Assistant equivalent); NVQ Level 3 Teaching Assistants (Accreditation of Prior Experiential Learning (APEL); NVQ Level 3 Child Care and Education; NVQ Level 3 for Teaching Assistants; NVQ Level 3 Childcare and Education; NVQ Level 3 Childcare Learning and Development; National Occupational Standards for Supporting Teaching and Learning in schools NVQ Level 3; Specialist Teaching Assistants (STA); Foundation Degree – Learning Support; Foundation Degree Early Childhood Studies (or Early Years); BA – Early Childhood Studies</p> | <p>A.F//I/C</p> <p>A.F//I/C</p> |

|                             |                                                                                                                                                                    |        |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Experience</b>           | Experience working in a school environment or other educational setting, working with children is desirable                                                        | AF/I   |
|                             | Experience working with and supporting children / young people with Autism and/or SEMH needs is desirable                                                          | AF/I/T |
|                             | Experience planning and delivering learning activities                                                                                                             | AF/I   |
|                             | Knowledge of Safeguarding in an educational setting.                                                                                                               | AF/I   |
| <b>Skills and knowledge</b> | Knowledge of the SEND Code of Practice (desirable)                                                                                                                 | AF/I   |
|                             | Skills and expertise in understanding the needs of all pupils                                                                                                      | AF/I/T |
|                             | Good literacy and numeracy skills                                                                                                                                  | AF/I/T |
|                             | Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils                                     | AF/I   |
|                             | Good organisational skills                                                                                                                                         | AF/I   |
|                             | Ability to establish positive relationships with pupils and empathise with their needs.                                                                            | AF/I   |
|                             | Excellent verbal communication skills & active listening skills                                                                                                    | AF/I   |
|                             | The ability to remain calm in stressful situations                                                                                                                 | AF/I   |
|                             | Knowledge of strategies to recognise and reward efforts and achievements towards independence that are appropriate to the age and development stage of the pupils. | AF/I   |
|                             | Knowledge of guidance and requirements around safeguarding children                                                                                                | AF/I   |
|                             | Good ICT skills, particularly using ICT to support learning                                                                                                        | AF/I   |
|                             | Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities.                          | AF/I   |
|                             | Ability to work professionally, effectively and supportively as a member of the school team.                                                                       | AF/I   |

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                       |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                           | <p>Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task.</p> <p>Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.</p> <p>Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills.</p> <p>Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher (Level 3).</p> | <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p>                                       |
| <b>Personal qualities</b> | <p>Enjoyment of working with children</p> <p>Sensitivity and understanding, to help build good relationships with pupils</p> <p>A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding pupil's wellbeing and equality</p> <p>Resilient, positive, forward looking and enthusiastic about making a difference</p> <p>Capacity to inspire, motivate and challenge children and young people</p>                                                                     | <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I/T</p> |
| <b>Training</b>           | <p>Willingness to participate in further training and developmental opportunities offered by the school to further knowledge.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>AF/I</p>                                                                           |

**The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**  
**This role is subject to references and an enhanced DBS check.**

**Declaration**

I \_\_\_\_\_ (Insert Full Name) have received, reviewed and fully understand the job description for the Learning Support Assistant position at Renaissance Education.

I further understand that I am responsible for the satisfactory execution of the essential functions described there in under any and all conditions described.

Employee Name (Please print full name) \_\_\_\_\_

Employee Signature \_\_\_\_\_ Dated \_\_\_\_\_

Headteacher/line manager \_\_\_\_\_ Dated \_\_\_\_\_