

JOB DESCRIPTION

LEARNING SUPPORT ASSISTANT

(Special Educational Needs - 1:1 Support for an Individual Pupil)

Luckley HOUSE SCHOOL

WELCOME



We are seeking to appoint a Learning Support Assistant to provide support for a neurodiverse learner in Key Stage 3, who requires individual support to thrive and achieve in line with their strong academic potential.

Your duties will include running specific programmes and activities to assist the pupil's individual learning and social needs. You will also be responsible for implementing the targets on the pupil's Individual Education Plan (IEP) in liaison with the SENDCo.

This is a rewarding opportunity to make a real difference in the life of a young person by helping them access learning, build confidence, and achieve their full potential. The successful candidate will work closely with the Director of Pupil Progress (SENDCo), teaching staff, senior leadership team, and external professionals such as Speech and Language Therapists and Educational Psychologists.

We are a large, friendly department consisting of a SENDCo, an Assistant SENDCo, three additional specialist teachers, a teacher of EAL, a maths tutor, and a dedicated SEND assistant. We work closely with staff across the school to support our pupils with SEND. Our main aim is to support our pupils to become resilient, confident and happy learners, who are empowered to achieve their potential.

You will be expected to work collaboratively with classroom teachers to support the pupil to complete specific tasks in their lessons, and to develop their confidence and independence. No two days are ever the same!

We are very pleased that you are applying to work with us.

Mrs Claire Gilding-Brant, Head



ABOUT LUCKLEY HOUSE

Luckley House is a co-educational, independent day and boarding school for pupils aged from 11 to 19 years.

Situated on the southern outskirts of Wokingham, Berkshire, Luckley House is set in 20 acres of landscaped lawns and majestic woodland. The School has a Christian ethos with a mission and values which flow from this.

The mission of the School is to provide an outstanding education for boys and girls characterised by academic excellence, a rich and diverse range of opportunities, aspiration and enthusiasm for life and generosity of spirit. The School has strong traditions in music, drama, art, debating, community outreach and sport, and there are many cocurricular activities open to pupils to help them develop their talents to reach the highest possible standards.

Luckley House was formed in 1959 through the merger of two girls' schools: Luckley School, founded in 1918 on the current site, and Oakfield House, established in the Lake District in 1895. The School adopted the name Luckley House School in 2013, and in 2015 began admitting boys for the first time. Over the past decade, student numbers have grown by over 75%, with boys now comprising half of the student body. Currently, the School has around 360 pupils.

The School is committed to inclusivity, welcoming pupils from all faiths and backgrounds, which enriches the community and prepares students for the diversity of the modern world. Most students live within a 15-mile radius of the School, with many joining in Years 7, 9, and the Sixth Form from both independent and maintained schools. There are 40 boarding places available, with between 35 and 40 students boarding on weeknights, approximately half of whom are from abroad or are weekly boarders.

Luckley House offers a highly personalized academic experience, tailoring its education to the individual needs of each pupil.

The academic results at both GCSE and A Level consistently exceed national averages, and the majority of students secure places at their first-choice universities.



THE ROLE

JOB TITLE: Learning Support Assistant (1:1 support)

JOB PURPOSE:
To provide dedicated 1:1 support for an individual pupil with an Education, Health and Care Plan (EHCP), enabling them to access the curriculum, participate fully in school life and make progress academically, socially and emotionally.

The Learning Support Assistant (LSA) will work closely with the SENDCo and subject teachers to ensure that the pupil receives the support and provision specified in their EHCP.

A key aspect of the role is to develop the pupil's confidence, independence and ability to manage their own learning, providing appropriate support whilst avoiding unnecessary reliance on adult assistance.

ACCOUNTABILITY: To the Head, with day-to-day responsibility/reporting to the Director of Pupil Progress (SENDCo)

TERMS: Permanent, part time

SALARY: £15,633 per annum (LA12N £23,132 FTE)

HOURS: Monday to Friday 09:00 - 16:00 (30 hours) Term time only

TO START: January 2027 or as soon as possible

CLOSING DATE: Wednesday 18 November 2026 (noon)

(Early applications are advised as we reserve the right to interview and appoint before the closing date.)

KEY RESPONSIBILITIES

1. Supporting Learning and Curriculum Access

- Provide individual support across the school day, in accordance with the pupil's EHCP and agreed timetable.
- Support access to classroom teaching through appropriate scaffolding, clarification of instructions, reinforcement of key learning and scribing.
- Adapt and prepare learning resources, under the guidance of subject teachers and the SENDCo, to meet the pupil's individual needs.
- Support the development of organisational skills, working memory strategies, attention and independent learning.
- Pre-teach and revisit key vocabulary, subject terminology and concepts where required.
- Prepare appropriate note-taking templates, visual prompts and other resources to support learning.
- Identify and communicate gaps in learning to subject teachers and the SENDCo, supporting agreed strategies to address these.
- Help the pupil manage homework, assignments and deadlines, developing their ability to take increasing responsibility for these tasks.
- Support the management of missed work and agreed catch-up activities, taking account of the pupil's capacity and wellbeing.
- Encourage active participation in lessons and promote independence wherever possible.

2. Delivering EHCP Provision and Specialist Programmes

- Develop a thorough understanding of the pupil's EHCP, individual learning profile and associated support plans.
- Deliver specified elements of EHCP Section F provision, as directed by the SENDCo and within the LSA's training and competence.
- Implement individual learning programmes and agreed short-term targets.
- Support the implementation of Speech and Language Therapy recommendations, following guidance provided by the relevant professional.



- Deliver movement, sensory or other programmes prescribed by an Occupational Therapist, where appropriate training and guidance have been provided.
- Prepare and maintain resources required for individual interventions.
- Keep accurate records of interventions delivered, including frequency, duration, pupil engagement and progress.
- Provide regular feedback to the SENDCo regarding the effectiveness of provision and any emerging concerns.
- Contribute evidence towards the monitoring and review of EHCP outcomes.

3. Supporting Social, Emotional and Personal Development

- Develop a positive, consistent and trusting working relationship with the pupil.
- Support the pupil in understanding and managing their emotions, using agreed approaches to emotional regulation.
- Recognise signs of anxiety, sensory overload, fatigue or distress and respond sensitively, following the pupil's individual support plan.
- Encourage positive interactions with peers and support participation in group activities.
- Facilitate inclusion in the wider school community, including appropriate extracurricular and social opportunities.
- Use positive reinforcement and supportive approaches to encourage confidence, engagement and self-esteem.
- Support the development of communication, self-advocacy and problem-solving skills.
- Promote increasing independence in social situations, recognising when adult support should be reduced or withdrawn.
- Maintain a calm, patient and flexible approach, particularly when the pupil experiences difficulties with learning, communication or emotional regulation.

4. Organisation and Daily Support

- Support the pupil in understanding and managing their daily and weekly timetable.
- Monitor changes to the school routine and provide updated visual or printed timetables where required.
- Help the pupil prepare for transitions between lessons, activities and changes in routine.
- Support organisation of learning materials, equipment and personal belongings.
- Liaise with subject teachers regarding forthcoming lessons, assessments and any necessary adjustments.
- Provide appropriate support during school activities outside the classroom, as specified within the pupil's individual provision.
- Support the development of strategies that enable the pupil to manage routines and transitions with increasing independence.

5. Monitoring, Recording and Communication

- Maintain accurate and timely records of support delivered, interventions undertaken and progress towards individual targets.
- Monitor the pupil's engagement, learning, wellbeing and developing independence.
- Attend regular planning and review meetings with the SENDCo.
- Communicate relevant information to subject teachers and pastoral staff to ensure a consistent approach.
- Contribute to the pupil's EHCP annual review by preparing a brief written report and attending the meeting where required.
- Support communication between home and school through agreed channels and under the direction of the SENDCo.
- Liaise with external professionals when requested by the SENDCo, ensuring their recommendations are understood and implemented appropriately.
- Raise concerns promptly with the SENDCo, including any difficulties in delivering specified provision.

6. Supporting the SEND Department and Wider School

- Work collaboratively with the SENDCo, Assistant SENDCo, subject teachers and other members of the Learning Support Department.
- Attend relevant meetings, INSET sessions and professional development opportunities.
- Develop and maintain knowledge of SEND, including autism, ADHD, specific learning difficulties and associated communication, sensory and emotional needs.
- Follow school policies relating to safeguarding, behaviour, equality, confidentiality, health and safety and special educational needs.
- Maintain appropriate professional boundaries and handle sensitive pupil information confidentially, sharing information in accordance with safeguarding requirements.
- Contribute positively to the inclusive ethos of the school.
- Undertake other reasonable duties appropriate to the role, as directed by the SENDCo or Head.

PERSON SPECIFICATION

Essential Qualifications and Experience

- GCSE English and Mathematics at Grade 4/C or above, or equivalent.
- Experience of supporting children or young people with special educational needs.
- An understanding of the needs of pupils with additional learning, communication, social, emotional or sensory difficulties.
- Good literacy, numeracy and IT skills.
- Experience of working collaboratively with teachers or other professionals.
- A willingness to undertake further training relevant to the individual pupil's needs.

Desirable Qualifications and Experience

- Level 2 or Level 3 qualification in Supporting Teaching and Learning, or equivalent.
- Previous experience of supporting pupils with EHCPs in a secondary school setting.
- Training or experience relating to autism, ADHD, dyslexia or speech and language difficulties.
- Experience of delivering individual intervention programmes.
- Experience of implementing recommendations from Speech and Language Therapists, Occupational Therapists or Educational Psychologists.
- Understanding of approaches to emotional regulation and sensory needs.
- Experience of maintaining intervention records and monitoring progress towards individual targets.

Personal Qualities and Skills

The successful candidate will be able to:

- Build positive, trusting and professional relationships with young people.
- Demonstrate patience, empathy, flexibility and a calm approach.
- Understand that behaviour may reflect underlying communication, sensory, emotional or learning needs.
- Encourage independence without withdrawing necessary support.
- Communicate effectively and sensitively with pupils, colleagues and parents.
- Work collaboratively whilst also showing initiative.
- Follow agreed support plans and professional guidance consistently.
- Organise and prioritise tasks effectively within a busy secondary school environment.
- Maintain accurate records and communicate relevant information promptly.
- Respond constructively to feedback and adapt their approach when necessary.
- Demonstrate reliability, discretion and sound professional judgement.
- Maintain appropriate confidentiality and understand safeguarding responsibilities.
- Show a genuine commitment to inclusion and enabling young people with SEND to achieve their potential.

Other

- A commitment to safeguarding and promoting the welfare of children and young people.
- A strong commitment to the principles of equality, diversity, and inclusion.
- Empathy with the Christian ethos of the School.

This job description outlines the principal responsibilities of the post and may be reviewed in consultation with the postholder to reflect the pupil's evolving needs and the requirements of their EHCP.







Luckley
HOUSE SCHOOL

HOW TO APPLY

For further details please contact HR on 0118 974 3207 or 0118 974 3223 or via email Recruitment@luckleyhouseschool.org

Applications should be submitted via our website at https://www.luckleyhouseschool.org/about-us/work-for-us/

Closing date: Wednesday 18 November 2026 (noon)

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