



Learning Support Assistant (Maternity Cover)

Starting September 2026

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|---------------------------|---|--------------------------|------------------------|
| Reports to: | Head of Student Support (SENCo) | | |
| Direct Reports: | None | | |
| Reviewed: | Annually; last review May '26 | Employment Status | Fixed Term (1-2 Terms) |
| Grade / Pay Scale: | RS03 Point 8 | | |
| Salary: | FTE: £26,823 per annum; Actual: £15,728 per annum | | |
| Hours of Work: | 25 hours per week (5 hours a day to be agreed with line manager), term time only plus 1 week. This is a fixed term appointment to cover Maternity Leave. | | |
| Job Purpose: | To provide learning and care support for students with special educational needs (SEN). This will involve creating support plans and working within the Student Support Team to run activities to aid academic, social and emotional support. | | |

Main Tasks and Responsibilities

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the Headmaster and/or Head of Student Support (SENCo).

Reading School is committed to safeguarding and promoting the welfare of our students. We expect all staff working in the school to share in this commitment and contribute to:

- Providing a safe environment for our students to learn in.
- Identifying safeguarding concerns and acting in line with our safeguarding policies.

Supporting Students

- Build a positive relationship with students, promoting high self-esteem, independence and social inclusion.
- Assist with the development, dissemination and maintenance of individual education, support and care plans.
- Support students with their social, emotional and mental health needs, escalating concerns where appropriate.
- Run activities to support social and emotional development.

- Create resources to support students and teachers.
- Support the teaching of a broad and balanced curriculum aimed at helping students achieve their full potential in all areas of learning
- Promote, support and facilitate inclusion by encouraging participation of students in learning and extracurricular activities.
- Promote high standards of behaviour, using effective behaviour management strategies consistently in line with the school's policy and procedures.
- Use ICT skills to advance students' learning.
- Through observations, provide regular feedback to teachers on students' progress, attainment and barriers to learning.
- Monitor, record and report on progress and attainment.

Working with Staff, Parents/Carers and Relevant Professionals

- Share knowledge and understanding of students with other school staff.
- Communicate effectively with other staff members, students, and parents and carers.
- Develop effective professional relationships with colleagues.

Professional Development

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

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.

Person Specification

The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively. It is expected that the successful applicant will have and can demonstrate:

Knowledge and Skills

| Essential | Desirable | Evidence |
|--|---|---|
| Good literacy and numeracy skills. | Skills and expertise in understanding the needs of all pupils. | Application Form References Interview |
| Good ICT skills, particularly in using ICT to support learning. | Knowledge of how to help adapt and deliver support to meet individual needs. | |
| Good organisational skills. | Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils. | |
| Ability to build effective working relationships with pupils and adults. | | |
| Confidence to liaise with parents and professionals on the phone and via email, as well as occasional meeting. | | |
| Excellent verbal communication skills. | | |
| Ability to work independently. | | |
| Ability to work as part of a team and to be flexible in their approach to daily routines. | | |
| The ability to remain calm in stressful situations. | | |
| Knowledge of guidance and requirements around safeguarding children. | | |
| Active listening skills. | | |

Qualifications and Training

| Essential | Desirable | Evidence |
|---|-----------|--|
| GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths. | | Application Form References Interview Certificates of Qualification |

Experience

| Essential | Desirable | Evidence |
|---------------------------------------|---|---|
| Experience working with young people. | Experience working in a school environment or other educational setting. | Application Form References Interview |
| | Experience working with children / young people with special educational needs (SEN). | |
| | Experience planning and delivering learning activities. | |

Personal Qualities

| Essential | Desirable | Evidence |
|--|-----------|---|
| Enjoyment of working with children. | | Application Form References Interview |
| 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 school. | | |
| Commitment to maintaining confidentiality at all times. | | |
| Commitment to safeguarding pupil wellbeing and equality. | | |
| Resilient, positive, forward looking and enthusiastic about making a difference. | | |
| Capacity to inspire, motivate and challenge children and young people. | | |