



Learning Support Assistant

Salary: NJC Band 5 (5-6)

Actual Salary: Starting at £22,000 per annum.

37 hours per week – Term Time Only plus 5 days

(Working hours: 8am – 4pm)

To start: February 2026 or nearest thereafter

Closing date: Friday 6th February 2026

Interview date: 12th February 2026

Recruitment Information Pack

Bradford Forster Academy
Fenby Avenue, Bradford BD4 8RG

GROWTH

BFA

COMMUNITY

RESPECT

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Dear Colleague

January 2026

Learning Support Assistant

Thank you for taking an interest in joining our staff team here at Bradford Forster Academy. Bradford Forster has an excellent team of staff, and this is an exciting time to join us.

Bradford Forster Academy is an 11-16 Church of England secondary Academy and part of the Bradford Diocesan Academies Trust (BDAT), a growing Christian Multi-Academy Trust based in Bradford. The Academy opened on 1 September 2015 and now has approximately 1000 students on roll. Within BDAT there is an exciting opportunity to work across a variety of growing and diverse schools.

Bradford Forster Academy is a student-centered place of learning, fully committed to providing all the students in its care with the highest quality of education. Our goal here at Bradford Forster Academy is to provide the best education possible and our strapline underpins all we do: 'Everything is possible for one who believes' (Mark 9:23). The academy serves a multicultural community in which many of our students experience high levels of economic and social disadvantage. As Principal, I am fortunate to work with a talented staff team who demand the highest standards from themselves and our students and deliver this with great commitment and enthusiasm. We believe that valuing all members of staff is how we get the very best out of everyone. Every member of staff has their own part to play in ensuring that our school is a special place to be.

There is a strong emphasis on relationships between staff, students, and parents; the Form Tutor is the first point of contact with the family. The Christian ethos of the academy supports and encourages students and staff to explore their own and other faiths and develop their spiritual awareness. This is integral to life at Bradford Forster Academy.

We offer a comprehensive and personalised CPD (CONTINUED PROFESSIONAL DEVELOPMENT) programme consisting of internal and external courses and training, which are intended to develop staff expertise. We are committed to growing our own, and we know that an excellent CPD programme for all staff will ensure that staff can progress within our own academy.

This is an exciting opportunity for a talented and ambitious professional to make a sustained and substantial contribution to the growth and development of the academy. If you share our enthusiasm for making a difference and would like to visit us, then please get in touch.

I hope the enclosed information is helpful and will encourage you to apply; I look forward to meeting you and reading your application.

With all good wishes

Mrs Gemma Earles, Principal

Vision and Ethos

'Everything is possible for one who believes' (Mark 9:23)

The vision for the Academy is to further raise the hopes, aspirations and ambition of our students, their families, and the local community, by generating self-belief, self-esteem, and confidence through:

- Focusing upon high quality teaching and learning, standards of attainment and achievement, the best student care and support to transform the education of the young people served by the Academy.
- Providing outstanding opportunities for young people to develop healthy and active lifestyles, enjoy their learning and achievement, act and behave safely and become well prepared for adult life in a rapidly changing society.
- Actively promoting self and mutual respect, good conduct, and behaviour.
- Developing an educational organisation of which the students, staff and local community are both proud and feel part of and of which they make extended use.
- Creating a culture which celebrates success within and beyond the Academy, for example in securing greater numbers of students progressing to higher education or employment with training.
- Providing opportunities for students to explore their own and other faiths.

We set high standards and have high expectations for both learning and personal development. We strive to set our children on the best path for their future, by instilling self-belief and self-confidence in what they can achieve.

Ethos and Culture

In creating a successful ethos, culture and climate in the Academy, the following are essential characteristics:

1. Student learning, attainment, achievement, and well-being are at the centre of strategic thinking, planning and actions.
2. A 'can do' attitude is actively promoted and prevalent throughout the Academy. Staff work collaboratively in the best interest of the students in our care.
3. Underpinned by high aspirations and ambition for both students and staff, there is an expectation for everyone to be determined and have a desire and commitment to continuously improve.
4. The Academy is an inclusive organisation with shared facilities e.g., dining room, social spaces for students and staff. In addition, there are dedicated staff work and professional development facilities.

The Academy is a faithful community, starting each day with two minutes of reflection time, where students can gather their thoughts before beginning their day. Whilst our student-centred learning is founded on a Christian ethos, Christian values and Christian principles underpin our work, our students are supported to explore their own spirituality and to recognise and understand the beliefs of others.

SEND Faculty & LSA Role

Introduction

We are looking for an enthusiastic and creative Learning Support Assistant who will complement the strong pastoral support system at our school by adding to the educational support provided in the classroom, working with individual and small groups of children, preparing class materials, and building positive relationships to promote interaction and learning. The work will be challenging and rewarding in equal measure, and you will be supported as part of a team of learning and behaviour support staff.

Working under the guidance of the SENDCo, you will support our teaching staff to take a creative approach to maximising children's achievement in the classroom and ensure barriers to learning are minimised by providing appropriate support for their educational needs.

This is a wonderful opportunity for someone who is looking to start or continue their career in education, potentially an aspirant teacher, who is motivated to inspire learning in children with varied needs and who come from our local community in the BD4 district of Bradford.

Candidates should be motivated, confident, able to take initiative and build strong relationships with students, staff, and parents alike.

This post is suitable for candidates who may want to train to teach as part of a longer career plan. Support will be given, if requested, to investigate the routes into teaching supported by BDAT.

Application Process

The closing date for all applications is **Friday 6th February 2026**
Applications must be made via [MyNewTerm](#)

An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within two weeks of the closing date, please assume your application has been unsuccessful.

References and Police Checks

All offers of appointment will be subject to receipt of satisfactory references. Specified post, which involves substantial one to one access to children, will be subject to a search of police criminal records and appointment to these posts will be conditional upon confirmation by the police of information provided to us by the applicant.

All appointments will be subject to an enhanced criminal records check.

Inclusion

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation, or disability. The person specification sets out the criteria used to assess candidates through the selection process.

Bradford Diocesan Academies Trust (BDAT)

Bradford Forster Academy is an academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

General Information and Background

Bradford Diocesan Academies Trust (BDAT) is a Multi- Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford and is part of the Diocese of Leeds. BDAT is a charity, governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at www.bdat-academies.org.

Our mission statement

"The Trust's mission is to provide an education of the highest quality within the context of Christian belief and practice." We believe every child only has one chance at a good education.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable them to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working. We believe this means we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we are truly able to know, understand and support each other.

Our Christian ethos

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England academies, as well as those within the faith.

ICARE

At BDAT we have considered the importance, effectiveness, and sustainability of how we tackle issues like racism and other types of discrimination across all areas of our MAT and within each of our schools. We have led a Trust wide consultation to ensure we understand what we mean by inclusion and to look at what we can do differently centred around the Trust values: "**ICARE**." To download our ICARE consultation documents please [click here](#)

BDAT People: Our Faculty of Professional and Career Development

The BDAT Faculty of Professional and Career Development brings together into a single entity all that we currently do to recruit, develop, and retain our staff. The faculty provides the strategic direction to ensure that our professional and career development supports school improvement and drives our vision of BDAT as an employer of choice.

By bringing all our work in this area under 'one umbrella' it ensures our staff know about BDAT's development offers and how they can be accessed. <https://bdat-people.org/>

Job Description

Role Profile	Learning Support Assistant
Job Purpose	<p>To support the SENDCo and teaching staff in providing support to reduce barriers to learning for students.</p> <p>To be responsible to the SENDCo for the provision of an efficient SEND faculty working to strict time schedules.</p>
Reporting to	Special Educational Needs and Disabilities Coordinator (SENDCo)
Supervision and Guidance	Responsible to the SENDCo, referring complex issues for guidance but expected to work with minimal supervision and be proactive. May receive guidance from teaching staff on the preparation of documents and materials to support learning for students.
Range of Decision making	<ul style="list-style-type: none"> • Decisions within established academy policies, practices and procedures but is often called upon to act on own initiative. • To liaise with academic staff to ensure time schedules are met. • To interpret guidelines to ensure consistency and accuracy of information.
Main Duties	<ul style="list-style-type: none"> • Learning Support Assistants will: • Work with teaching staff to support quality first teaching, work with individuals, groups and whole classes as required; • Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs; • Support the learning of students so that they make at least expected progress; • Deliver a range of literacy and numeracy programmes to students individually or in small groups; • Assist teachers in classes where students' literacy levels are a barrier to progress; • To assist with Lunchtime duties as and when required. • Adapt published literacy or numeracy teaching resources to meet the needs of specific students or groups of students; • Use ICT (Information and Communication Technology) effectively to support learning activities and develop students' competence and independence in its use; • Assist with the production of lesson plans, worksheets, plans etc.; • Assist with assessments, provide objective and accurate feedback, and reports as required on student achievement, progress, and other matters, ensuring the availability of appropriate evidence; • Supporting the role of parents/carers in students' learning and contribute to meetings with parents/carers to provide feedback on student progress/achievement etc. • Provide general administrative classroom support e.g., photocopying and assist with displays of students' work; • Develop curriculum resources to support students with Special Education Needs;

	<ul style="list-style-type: none"> • Select and prepare resources as necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds; • Administer and mark routine tests and invigilate exams/tests as required • Assess the needs of students and use knowledge and specialist skills to support students' learning; • Establish productive working relationships with students, acting as a role model and setting high expectations; • Promote the inclusion and acceptance of all students within the classroom; • Encourage students to interact and work co-operatively with others and engage all students in activities; • Promote independence and employ strategies to recognise and reward achievement of self-reliance; • Provide feedback to students in relation to progress and achievement; • Work with the SENDCo to develop and implement Individual Education Plans and Education Health Care Plans; • Support students consistently whilst recognising and responding to their individual needs.
Other duties	<ul style="list-style-type: none"> • As the academy grows and develops it is essential for all employees to demonstrate a flexible approach to undertaking tasks and responsibilities • To support the academy ethos, which is explicit about Christian truths and teaching and in which everyone can freely explore their own faith and spiritual matters • To contribute to the overall ethos and aims of the academy • To participate in professional and personal development programmes as required, including training and performance review • To be aware of, and comply with, policies and procedures relating to child protection and safeguarding, reporting any concerns to a designated person • To be aware of, and comply with all academy policies and procedures including health & safety; security; confidentiality; equality and data protection, reporting all concerns to an appropriate member of the senior leadership team • To appreciate and support the work of other professionals • To undertake any other duties commensurate with the grade of the post
Personal attributes and qualities	<ul style="list-style-type: none"> • Empathy • Patience • Ability to forge good relationships with young people and adults • Strong organisation and time management skills • Ability to deal with sensitive information in a confidential manner • Service orientation

In conjunction with successful applicant, this job description may be renegotiated after the first year

Person Specification

Post Title: Learning Support Assistant

Summary of post as outlined in attached Job Description

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Qualifications and Knowledge	<ul style="list-style-type: none">5 GCSEs or equivalent at A*-C (including English and Maths)2 A-levels, NVQ level 3 or equivalent experience	<ul style="list-style-type: none">SEND related experience or qualifications	Application Interview
Experience	<ul style="list-style-type: none">Knowledge / experience of working with young people	<ul style="list-style-type: none">Previous experience of working with children with additional needs in a secondary settingExperience of delivering literacy and/or numeracy interventionsExperience in dyslexia / ADHD / Autism / additional needs	Application References Interview
Training	<ul style="list-style-type: none">Commitment to further professional development.	<ul style="list-style-type: none">Previous SEND related or education-related training	Application Form Interview
Special Knowledge	<ul style="list-style-type: none">Excellent interpersonal skills both in working relationships with students and in forming effective professional relationships with a wide range of contacts.Effective oral and written communication skillsSound basic IT skills to support learning and maintain electronic information systems	<ul style="list-style-type: none">Knowledge of specific literacy and/or numeracy interventionsExperience of specific needs-based testingExperience of supporting learners for whom English is an Additional Language	Application References Interview
Personal Circumstances	<ul style="list-style-type: none">Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995.Commitment to practice Christian values in a wider school context + the community.		Application and sight of appropriate documentation as specified in interview letter

	<ul style="list-style-type: none"> • Will not require holiday leave during term time. • No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/finance. 		
Personal Attributes	<ul style="list-style-type: none"> • Highly organised individual • Ability to deal with sensitive information in a confidential manner • Honest and trustworthy individual with high level of integrity 		Application
Disposition and Attitude	<ul style="list-style-type: none"> • Ability to relate well to students and adults. • Ability to work constructively as part of a team. • Ability to remain calm under pressure. • Can demonstrate good co-operative, interpersonal and effective listening skills. • Has a good sense of humour. • Has flexibility and a willingness to accept change. • Is approachable, courteous, and able to present a positive image of the school to students, parents, and visitors. • Can maintain confidentiality in matters relating to the school, its staff, its students, parents, and carers. • Willingness to be a part of the wider Christian ethos of Bradford Forster Academy. • Models Christian values in school. 		Interview and reference

This person specification describes the job requirements on which the short listing and selection decision will be based. To be selected for an appointment you must be able to show that you meet all the 'essential' requirements for the post. The best candidates are most likely to also meet the 'desirable' criteria. To ensure that the short-listing panel can make a proper assessment of your suitability for the post, please ensure that the application shows how you meet the requirements set out in the person specification.

Learning Support Assistant

37 hours per week – Term Time Only plus 5 days

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Salary: NJC Band 5 (5-6)

Actual Salary: Starting at £22,000 per annum.

Working hours: 8am – 4pm

Bradford Forster Academy is an 11-16 Church of England secondary Academy and part of the Bradford Diocesan Academies Trust (BDAT), a growing Christian Multi-Academy Trust based in Bradford. The Academy opened on 1 September 2015 and now has capacity for 1050 students on roll in years 7-11. The school is forward-thinking, providing high quality CPD and there is an exciting opportunity to work across a variety of growing diverse schools within the Trust.

This is a wonderful opportunity for a talented, inspirational, creative, and ambitious individual, potentially someone who is looking to start or continue their career in education, who is motivated to inspire learning in children with varied needs in the BD4 district of Bradford.

The role offers the successful candidate a challenge that will be both rewarding and fulfilling and will support you to achieve your own personal career goals and aspirations and the chance to make a substantial contribution to the growth and development of the Academy. If you are looking to join an academy with a culture of professional learning and reflection, then we want to hear from you.

The successful candidate will:

- Work with teaching staff to support quality first teaching, work with individuals, groups and whole classes as required.
- Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs.
- Support the learning of students so that they make at least expected progress.
- Assist teachers in classes where students' literacy levels are a barrier to progress.
- Adapt published literacy or numeracy teaching resources to meet the needs of specific students or groups of students.
- Have high levels of enthusiasm, energy, resilience, and determination.
- Be committed to the ethos and culture of Bradford Forster Academy.

In return for your commitment, we can offer:

- An academy staff team of effective and supportive colleagues that will encourage you to be inspirational, proactive and play an active part in our school improvement.
- Opportunities for personal and professional development.
- A stimulating, attractive, and welcoming learning environment.
- A brand-new purpose-built building with state-of-the-art technology and resources.
- An approach which supports and stimulates professional growth.
- A supportive Leadership Team.

Closing Date for applications is Friday 6th February 2026.

For full details, and to apply, please visit [MyNewTerm](#)

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS).