



# Valentines High School

A career with passion,  
heart and soul

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## Learning Support Assistant Candidate Information Pack



“Staff feel incredibly valued and well supported, and are proud to work at the school.

They are confident that leaders manage workload fairly”

**OFSTED 2026**





# In Harmony – Achieving Excellence

We have an exciting opportunity to appoint a Learning Support Assistant who will assist and support our SEND students at Valentines High School.

Valentines High School is a highly successful mixed comprehensive school, holding Leading-Edge status. In March 2026, Ofsted recognised our school as excellent, with the majority of aspects being identified as **exceptional**. Public examination results are excellent. Valentines is renowned for its high standards of pupil behaviour and its orderly learning environment. The school is centrally located in the London Borough of Redbridge, with excellent transport links to both central and outer London.

We are seeking to appoint an outstanding Learning Support Assistant who has experience working with young children, including those with a range of complex needs. This is a challenging and rewarding role where you would have an opportunity to make a difference.

We are seeking a committed and enthusiastic Learning Support Assistant to join our school. The successful candidate will work closely with teachers to support students aged 11-16, helping them access the curriculum and reach their full potential. This role is ideal for someone passionate about education, youth development and making a positive impact in the classroom.

**The school provides a supportive environment along with excellent professional development opportunities.**

Closing date: Monday 22nd June 2026, 9:00am

# Job Description

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**Job title:** Learning Support Assistant

**Grade:** LBR3, Starting salary £22,367.54 per annum based on 32.08 hours per week, term time only

**Reports to:** Inclusion Manager

**Supervisory Responsibilities:** N/A

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## Job Purpose

To assist staff and pupils to ensure all pupils with SEND are supported within the school and able access the curriculum.

## Key Purpose

### Support for Pupils

- To supervise and provide particular support for pupils, particularly those with Special Educational Needs.
- Assisting the SENCO with the development and implementation of Pupil Profiles and EHCPs.
- Taking the role of key worker; ensuring smooth transitions across key stages, communicating with pupil and their family, contributing to annual reviews and communication between staff, pupils and home. Establishing a supportive relationship between pupils and their families.
- Establishing constructive relationships with pupils and interact with them according to their individual needs.
- Promotion of inclusion and acceptance of all pupils within the school
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher and SENCO.
- Supporting pupils within the classroom
- Ensuring instructions are clear to pupil and adapting them if not.
- Motivating pupils and keeping them on task when required.
- Developing resources that will help support the students.
- Taking pupils out of the classroom for a short amount of time for pre learning of material.
- Communicating with staff and helping them to use the pupil profiles.
- Setting up and implementing specific interventions for groups of pupils. Tracking the effectiveness of the

intervention.

- Ensure the welfare of children is safeguarded and promoted in line with current best practice and relevant legislation.

### Support for Staff

- Communicate and liaise with other members of school staff in order to ensure the most effective provision for students' academic, emotional and social development. This will include compiling and reviewing pupil profiles which are shared with teaching staff.
- Contribute to staff SEND briefings which are held once a month to update staff on best practice for individual pupils with specific learning needs.
- In collaboration with the SENCO, communicate with class teachers from outside the school and contribute to meetings held to review students' progress.
- Communication with staff prior to a lesson beginning to ensure the most effective use of resources in the lesson.
- Communicate with staff any concerns that have arisen with a particular pupil for them to be vigilant of.
- To collect and correlate student progress examples.
- Share with medium and long term planning.
- Taking pupils from the class to do smaller individual or group work where appropriate.

# Responsibilities

## Support the Curriculum

- Support the use of ICT within the classroom.
- Determine the support requirements of pupils and coordinate the preparation and effective use of specialist equipment, plans, and resources.
- Prepare and share resources to facilitate SEND pupils learning.
- Undertake programmes linked to locals and national learning strategies; recording achievement and progress and feeding back to teachers.

## Support the School

- Attend outings with students, in accordance with school policies and safety guidelines, providing assistance with students' care and welfare and with the learning activities undertaken.
- Taking the role of exams invigilator where necessary. This will include any access arrangements required by SEND pupils.
- Attending regular whole school and department meetings and briefings.
- Undertake and implement any professional training expected.
- Understand and comply with all relevant school policies and procedures.
- Take the role of a co-tutor within the vertical house system. Supporting both tutors and pupils on a daily basis.
- To respect the confidential nature of information relating to the school and its students.
- Contribute to the overall ethos/work/aims of the school.
- Assist with the supervision of pupils out of lesson times where required.
- Comply with any reasonable request from management to undertake work of a similar level that is not specified in this job description.

# Person Specification

Assessment Criteria	Essential	Desirable	Evidence Interview (I) Application (A) Reference (R)
GCSE Grade C/4 or above (or equivalent) in English and Mathematics.	*	*	A
Relevant qualification in Supporting Teaching and Learning, Education, Childcare, SEND, or a related field.		*	A
Training in areas such as autism, ADHD, speech and language needs, or behaviour support.		*	A / I
Experience of working with children or young people in an educational, youth work, or similar setting.	*		A / I / R
Experience of supporting students with a range of additional needs, including SEND.		*	A / I / R
Understanding of inclusive education and the barriers that can affect students' learning and participation.		*	A / I
Awareness of a range of special educational needs and disabilities, including ASD, ADHD, speech and language needs, and social, emotional, and mental health needs.		*	I
Understanding of safeguarding procedures and child protection responsibilities.	*		A / I
Knowledge of strategies to support students' learning, engagement, and wellbeing.		*	A / I
Excellent communication and interpersonal skills.	*		R
Ability to build positive and professional relationships with students, staff, parents, and external agencies.	*		A / I / R
Ability to motivate, support, and encourage young people to achieve their potential.	*		A / I / R
Strong organisational skills and attention to detail.	*		A / I / R
Ability to maintain accurate records and contribute to student reviews and support plans.	*		A / I / R
Ability to work independently and use initiative while also contributing effectively as part of a team.	*		A / I / R
Good IT skills, including the use of Microsoft Office applications.	*		A / I / R
Experience of working in a secondary school setting.		*	A
Experience of delivering targeted interventions to individuals or small groups.		*	A / I
Experience of supporting students with Education, Health and Care Plans (EHCPs).		*	A / I
Experience of liaising with parents and external professionals		*	A / I
Commitment to continuous professional development.	*		I

# Inclusion at Valentines High School

The Inclusion Department plays a central role in ensuring that all students have equitable access to the curriculum and are supported to achieve their full potential. Working closely with teaching staff, pastoral teams, parents, and external agencies, the department provides targeted academic, social, and emotional support to students across all year groups.

Led by the Inclusion Manager, the department comprises a dedicated team including the SENDCo, Assistant SENDCo, SEN Administrator, and Learning Support Assistants. Together, they work collaboratively to promote inclusion, raise achievement, and develop students' confidence, resilience, and independence.

Support is delivered through a range of approaches, including in-class assistance, small-group interventions, and personalised programmes tailored to individual needs. This flexible and responsive provision enables students to overcome barriers to learning and engage fully in their education.

The department is committed to fostering a positive, inclusive, and nurturing learning environment in which every student feels valued, supported, and appropriately challenged. Through high-quality provision, strong partnerships, and a student-centred approach, we empower young people to thrive both academically and personally.

We are particularly proud that our inclusion provision was recently rated **Exceptional**, reflecting the strength of our inclusive practice, the quality of support provided to students, and the dedication of our staff in ensuring positive outcomes for all learners.

We are committed to continually strengthening and developing Inclusion practices across the school.

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## Valentines High School Values & Ethos

- To play a full part in the life of the school community, to support its distinctive mission and ethos and where applicable encourage and ensure staff and students to follow this example.
- Support the school in meeting its legal requirements for collective worship.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.



“Leaders are approachable and responsive to staff concerns, which contributes to a positive and collaborative working culture.”

OFSTED 2026



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