



ORCHARD  
SCHOOL  
BRISTOL

**Learning Support Assistants**

**ORCHARD SCHOOL BRISTOL**  
**part of Trust in Learning (Academies)**

**Application Pack – January 2026**

Dear Applicant

Thank you for your interest in the position of **Learning Support Assistant** at Orchard School Bristol. We are seeking two LSAs to join Orchard School as soon as possible.

We are a friendly school, serving a richly diverse community in north Bristol. Our students are wonderful – they value their teachers, knowing that you can make a real difference to their lives. The mission statement of the school, “inspire today, empower for life”, lies at the heart of all that the school does. We place no limits on our aspirations for our students. As a school we are building our success on our core values, being Open-minded, Respectful, Creative & curious, Healthy, Ambitious, Responsible and Determined. Ofsted visited us in March 2025 and noted that “pupils are happy and safe at [our] inclusive school” and that staff are “proud to work at the school and are well supported by leaders”, testament to the collegiate and supportive culture that we have created as a school community.

The Learning Support team is an active team, generous in their support of colleagues and to the wider life of the school. An excellent learning support assistant can have a huge impact on young people. Learning Support Assistants at Orchard School work one-to-one or with small groups of students mainly delivering literacy and numeracy interventions, but also social skills, speech and language development, mental health and supporting with learning difficulties and disabilities. There may also be times when you are needed to work in-class with teachers to support the learning of identified students with additional needs.

The post would suit an individual with excellent Maths and English skills and competent ICT skills, who is keen to make a difference to young people's life chances. We are looking for individuals who are able to take responsibility for interventions and are able to support some of our most vulnerable students to engage positively in school. Learning Support Assistants must be able to listen to young people and find proactive ways through their concerns and difficulties to enable personal development and positive wellbeing, and at the same time be firm and fair with children in maintaining good behaviour for learning. We are particularly interested in LSAs who have excellent English and are able to speak community languages.

Over the past few years this role has appealed to recent graduates who may be considering a future career in teaching, educational psychology, children's and young people's services, or social work. Previous graduate LSAs have found the experience of two years or so in an LSA role prior to teacher training or their next career move to be invaluable. Experienced LSAs who have worked with literacy and numeracy packages are warmly welcomed to apply too. We will provide any necessary CPD, and opportunities to grow to become the best practitioner you can be.

We offer:

- enthusiastic students, willing to learn and achieve, who need staff who believe in them
- a bright, happy place in which to learn and work
- a professionally stimulating environment which values the contributions of all staff
- a strong commitment to your professional development
- award-winning staff wellbeing

Please read our Staff Prospectus to find out more about us, and visit our website on [www.orchardschoolbristol.co.uk](http://www.orchardschoolbristol.co.uk). If you have any questions relating to this role, please contact Emma Snell on [esnell@orchard.tila.school](mailto:esnell@orchard.tila.school)

I warmly welcome your application.

Melanie Sweet, Headteacher  
Headteacher

## Job Description

**Job Title:** Learning Support Assistant (Level 3)

**Grade:** Bristol Grade 7 (N8-11)

**Responsible to:** SENDCo

**Contract/Hours:** Permanent / Full Time / Term time only + inset days

### **PURPOSE OF THE POST:**

To provide guidance, academic and personal support for students in their learning environment, enabling students to access the curriculum fully, engage completely with their learning and achieve their full potential.

### **DUTIES:**

- Supervise and provide support for individual/small groups of students inside and outside the classroom to enable them to safely access and fully participate in activities
- Work collaboratively with teachers and the SENDCo to ensure effective identification, support and progress for all students
- Set challenging and demanding expectations of all learners which promote self-esteem and independence
- Create personalised learning plans, and assist with the development of Education, Health and Care Plans (EHCPs), and other SEND/whole school student documentation, as requested
- Plan and prepare resources and study interventions for students
- Create stimulating learning resources which meet the additional needs of learners and support them to engage fully in activities
- Effectively implement high-quality study interventions and initiatives with individuals/groups, such as Literacy, Numeracy, Emotional Literacy, EAL, social skills, mentoring and other interventions as required
- Undertake structured assessment of students' work, recording and evaluating achievement and progress in the interventions, providing feedback to students, and identifying next steps
- Report on the development, progress and attainment of students to stakeholders (teachers, SENDCo, senior staff, parents, carers and SEND professionals)
- Support teaching staff in the development and education of students, including the provision of detailed and specialist skills/knowledge in particular areas
- Maintain student records and accurately update the latest data onto systems (eg Arbor/SIMS) as required
- Work with external agencies and practitioners, assisting them with their delivery of specialist support, e.g. SALT, EP
- Attend SEN review meetings as necessary.
- Read and scribe for students in assessments/exams across all school subjects, including all public examinations up to GCSE level 9
- Create opportunities for learners to reach their potential, irrespective of prior attainment level
- Model and promote positive values, attitudes to learning, high standards of behaviour and engagement, in line with school policy
- Under the direction of the SENDCO liaise with outside agencies where necessary.
- Establish positive and productive working relationships with students and actively promote the inclusion of all students
- Establish constructive relationships with parents/carers and engage with them regularly

- Support the use of ICT and more traditional platforms as learning tools
- When needed, provide clerical/administrative support, e.g. photocopying word-processing, examination invigilation, making resources, as directed by the teacher/SENDCo or senior staff
- Assist with the supervision of students out of lesson times e.g. break times
- Undertake planned supervision of students out of school hours, and supervise students on visits, trips and out of school activities/catch-up sessions, as agreed in advance
- Prepare and present displays of students' work or SEND-related displays
- Engage with relevant CPD, all INSET training, meetings and your personal development reviews, being confident to review your own performance alongside your line manager
- Contribute to the overall ethos, work and aims of the school
- Be aware of and comply with Trust policies and procedures, especially relating to Child Protection, Health and Safety, Equal opportunities, Inclusion, Confidentiality and Data Protection. Report concerns to the appropriate person
- Maintain a safe and positive environment for all learners
- Undertake any other related duties which may reasonably fall within the responsibilities of the post, as directed by senior staff and SENDCO

### **One to One Student Support and Care Duties**

As part of this job description, all Learning Support Assistants may need to support either one student on a one-to-one basis who has particular learning disabilities and/or an EHCP, or to support our Personal Hygiene Assistant in the care of students who have disabilities. You will have an opportunity to discuss this at interview. Additional duties may therefore include:

- Carry out specific medical care procedures, following direct specific training by a qualified practitioner
- Use equipment (such as hoists) to provide hygiene support for students, following training from specialists appropriate to the ages of students

### **General Information:**

The above principle accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.

The above duties will involve having access to information of a confidential nature, which is covered by the Data Protection Act and GDPR – confidentiality must be maintained at all times.

The post holder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required throughout the school.

### **OTHER DUTIES:**

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

### **Fluency Duty**

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to speak English with confidence and be able to conduct a conversation and answer questions for extended periods of time.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A member of staff is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct, whilst working at the school. Members of staff are expected to maintain high standards of ethics and behaviour within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing boundaries appropriate to a staff member having regard to the need to safeguard students, in accordance with statutory provisions
- Showing tolerance and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which could exploit students' vulnerability or might lead them to break the law
- Members of staff must have proper and professional regard for the ethos, policies and practice of the school in which they work, and maintain high standards in their own attendance and punctuality
- Code of conduct: The school expects all staff to ensure that their standards of conduct are, at all times, compliant with Orchard School code of conduct.

Date of Job Description: **January 2026**

Signed (employee).....

## Person Specification

ESSENTIAL	DESIRABLE
<p><b>Knowledge &amp; Experience</b></p> <p>At least 5 GCSEs including Science. Strong passes (minimum of C or 5) in English and Maths</p> <p>Experience of working with young people</p> <p>Able to maintain and manipulate data/information on paper and computer</p>	<p><b>Knowledge &amp; Experience</b></p> <p>Degree or professional qualifications at equivalent level</p> <p>Previous, varied experience of working with children in a range of educational settings</p> <p>Understanding of how different children develop and learn, and the experience to identify and apply assessments – literacy, numeracy or other – to ascertain current levels and progress</p> <p>Experience working with a range of SEN:</p> <ul style="list-style-type: none"> <li>- Autism Spectrum Condition</li> <li>- Social, Emotional and Mental Health</li> <li>- Speech and Language delay</li> <li>- General learning difficulties</li> </ul> <p>Experience of using a Management Information system (e.g. SIMS/Arbor)</p> <p>Experience of safeguarding and pastoral care in schools</p> <p>Understanding of the role of the class teacher, the parent or carer and external agencies in developing and maintaining an effective learning environment.</p>
<p><b>Communication skills</b></p> <p>High standard of written and verbal communication skills</p> <p>Ability to demonstrate empathy, active listening, deep care and respect to students, staff, parents and carers, including when giving instructions, advice, support or challenge.</p> <p>The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English.</p>	<p><b>Communication skills</b></p> <p>Ability to speak and write in a community language (for example Arabic, Somali, Polish)</p> <p>Proven communication and inter-personal skills evidenced by dealing with a diverse range of contacts about potentially complicated and/or sensitive issues</p>
<p><b>Abilities &amp; Aptitudes</b></p> <p>Skills to build productive, trusting relationships with other staff and with students of all ages and abilities, particularly students who are disadvantaged and/or vulnerable</p> <p>Ability to manage time effectively, organise and prioritise workloads and work proactively</p>	<p><b>Abilities &amp; Aptitudes</b></p> <p>The ability to contribute effectively to the workload, planning and responsibilities of a team</p> <p>Ability to work on own initiative, including recognition of the appropriate level at which</p>

<p>and on own initiative to ensure objectives are fulfilled</p> <p>Ability to handle information securely and confidentially</p> <p>Flexible, adaptable and positive attitude to working in a structured environment and working cooperatively as part of a team</p> <p>Respect for professional expertise of others</p> <p>Enthusiastic, good sense of humour and ability to stay calm under pressure</p> <p>An understanding of the needs and values of different communities that the school serves</p> <p>Belief in and commitment to Orchard School values and vision. Commitment to the wellbeing, self-esteem and progress of everyone at the school.</p>	<p>to refer issues elsewhere for effective resolution</p>
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# Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

**The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.** The policy can be found on our web site:

[www.tilacademies.co.uk](http://www.tilacademies.co.uk)

The five main elements of our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

## **Safer Recruitment:**

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2024.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.



## How to Apply

Applications will only be accepted from candidates who submit their application form online via MyNewTerm. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

### Interview Process

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form and your letter of application, so please read the Job Description and Person Specification carefully before you complete your form.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

**You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.**

**Interview Day:** TBC

**Applying:** Applications to be submitted online via MyNewTerm