



**STOUR VALE
ACADEMY
TRUST**



LEARNING SUPPORT ASSISTANT

RECRUITMENT PACK



Learning Support Assistant

Part-time (28 hours per week)

Permanent

Term Time Plus One Week

Grade 3 - SCP 5 £22,812 Pro Rata

Actual Salary: £17,263.00 per annum

Start Date: As soon as possible

We are seeking a Learning Support Assistant to join our Academy to support the achievement of our students. You will be working across both key stages (3 and 4) with specific students or classes, identified by the SEND team and/or external agencies. You will have an integral role in supporting students to make progress from their starting points.

Stour Vale is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will carry out pre-appointment checks including DBS and will disqualify any applicant where we consider the outcomes to be unsatisfactory. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.

We are equally committed to ensuring that no applicant will be disadvantaged or discriminated against because of their protected characteristics under the Equality Act 2010.

For an informal conversation to discuss the role, please contact:

Mrs Debbie Collins

SENCo

Oldbury Academy

Stour Vale Academy Trust

0121 533 3750

Closing Date: 9.00am Monday 14th September 2026

Interviews: To be confirmed

ABOUT OLDBURY ACADEMY

Oldbury Academy is a large, thriving and welcoming secondary school in Sandwell where we provide excellent academic and pastoral support for our pupils.

Our success is built upon our CARE ethos, ensuring all members of our community feel valued, supported and cared for and this includes all of our amazing staff. We are looking for committed and passionate staff who share our values and ethos.



Our aspirational staff provide opportunities in a wide number of areas, genuinely care for and about our children and work hard to ensure strong relationships are in place, with a real sense of belonging. We believe in helping all students flourish and achieve their full potential in readiness for the next stage of their educational journey.

Oldbury Academy offers a wonderful professional opportunity to work alongside an excellent team of committed, professional and aspirational staff. We are fully committed to ensuring that our school is a place of learning where people are happy, healthy and successful.

Pastoral care for pupils is strong and relationships between staff and students reflect this. We have high expectations of ourselves and our students and I am proud to say this is very evident in school. I strongly recommend visiting us to see for yourselves.

Our vision 'CARE' underpins all that we do at Oldbury Academy.

- Celebrate together
- Achievement for all
- Respecting each other
- Expectations to succeed

We have a dedicated Safeguarding Team who work closely with pupils and families ensuring they receive the best possible support at all levels.

Oldbury Academy offers pupils a wide variety of educational trips throughout the school year including several reward trips. The OA Promise is where we guarantee our students the opportunity to experience significant cultural events and experiences such as learning First aid, visiting a museum or learning a musical instrument and further enhances the cultural capital our students experience.

Pupils study an ambitious curriculum where there is a great deal of collaborative planning specifically designed to support staff, with workload an area staff comment on very positively. Staff are reflective in their practice and the levels of support available for all staff members is something else we are very proud of.

Teachers share high expectations of behaviour. We expect pupils to focus on their work, understand the school's values and what is expected of them. They respond positively to these expectations. As a result the school is an orderly, calm and positive environment. This helps pupils to concentrate on their work whilst promoting a feeling of safety and happiness.

Students tell us that bullying is very rare, but when it does happen, it is effectively dealt with.

I believe Oldbury Academy is a wonderful place to work and would strongly urge anyone considering a position here to visit the school, meet with me and other key staff to help you understand if we are the school for you.

Job Description

Job Title:	Learning Support Assistant
Grade:	Grade 3 (SCP 5)
Responsible to:	SENCO, Phase Leader, or other designated manager
Responsible for:	Not applicable
Working weeks:	38/39 working weeks during term time

Core Purpose:

- Assist in the educational, personal and social development of designated students under the direction and guidance of relevant colleagues (e.g. the Headteacher, SENDCO, phase leaders and class teachers).
- Support students by adopting relevant strategies and techniques to enable them to access the curriculum, engage with their learning and achieve their full potential.
- Implement planned learning activities/ teaching programmes as agreed with the teacher, adjusting activities according to students' responses as appropriate.
- Deliver measurable impact on student attainment as well as social and emotional well-being.
- Work collaboratively with relevant colleagues to fulfil the requirements of the role.
- The duties of the Learning Support Assistant will be determined by the Head Teacher, or appropriate senior leader, and will be arranged to meet the needs of the school and students(s) being supported. This may involve working in small groups or on a 1:1 basis and may include supporting students with an Educational Health Care Plan (EHCP).

Legal and Statutory Requirements

The Learning Support Assistant's professional duties must be carried out in accordance with the following:

- The Stour Vale Academy Trust scheme of delegation
- The provisions of all applicable legislation
- Keeping Children Safe in Education (KCSIE)

Main Activities

Supporting Learning

- Under the direction of the class teacher, support and supervise students undertaking designated activities in a group or on an individual basis and to assist their learning and development by:
 - Clarifying and explaining instructions.
 - Facilitating the use of appropriate scaffolding for learning.
 - Mediating language as required.
 - Implementing specific strategies identified on individual support plans or EHCPs.
 - Reinforcing relevant aspects of the planned teaching programme, particularly literacy and numeracy.
 - Being sensitive to the requirements of all students and encouraging their participation and independence.
 - Assisting students with the appropriate use of materials and resources, including ICT applications.
 - Nurturing the development of emotional literacy and social communication skills.
 - Encouraging and building student resilience and self-esteem.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses.
- Assist with the development and implementation of individual plans and programmes, including EHCP, IEP and behaviour plans.
- Provide classroom support in the teacher's absence for short periods of time.
- Support independent learning and inclusion of all students and provide feedback to students in relation to progress and achievement.
- Support the teacher in behaviour management, effective use of positive behaviour management techniques and strategies with support where required. Encourage students to take responsibility for their own behaviour.
- Encourage students to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.

Resources

- Prepare and clear up the learning environment including displays and the presentation of students' work.
- May handle small amounts of cash e.g. for school visits.
- Photocopying, filing, and preparing resources for lessons as directed by the teacher.

Exams, educational visits and other supervision

- Invigilating exams and tests.
- Escorting students on educational visits.
- Assisting with break time supervision including facilitating games and activities.

Personal and welfare support

- Attend to the students' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters, assist students with dressing, hygiene and eating whilst encouraging independence.
- Supporting students emotional and social well-being, reporting any problems to the teacher.

Systems, policies and procedures

- Contribute to maintaining a safe environment.
- Be familiar with and implement staff codes of conduct and relevant school policies including those relating to inclusion, behaviour and homework.
- Carrying out the responsibilities of the post with due regard to the Academy's policies, organisation and arrangements, including (but not exclusively) those relating to Child Protection / Safeguarding, Health and Safety at Work, Data Security & Confidentiality and Equality.
- Responsible for the careful and safe use of equipment.
- Undertake training, networking and professional development as required by the school.

Team involvement

- Demonstrating own duties to new or less experienced staff.
- Performing such other duties as may be required from time to time.

Building relationships

- Establish constructive relationships and communicates with student to support learning and development and encourage acceptable behaviour.
- Liaise sensitively and effectively with parents and carers, recognising their roles in students' learning
- Promote the inclusion and acceptance of all students, staff and stakeholders.

Record keeping and information management.

- Contribute to basic monitoring, evaluating and assessment of student progress.
- Ensure all written and electronic records and reports are accurate, comprehensive and timely.

Other

- Be aware of, and comply with, policies and procedures relating to safeguarding, child protection, health and safety, confidentiality and data protection, recording/ reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall vision and values of Stour Vale Academy Trust.

- Attend and participate in meetings, training and other learning activities and performance development as required.
- Any other duties commensurate with the duties/responsibilities/grade of the post.

Duties may vary according to the organisational structure within the school. The structure may include additional posts that are focused on either delivering or supporting the delivery of one or more of the responsibilities outlined above.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher/senior leader to carry out appropriate duties within the context of the job, skills and grade. It is the practice of Stour Vale Academy Trust to periodically review job descriptions to ensure that they relate to the job performed and to incorporate any changes. In these circumstances, Stour Vale Academy Trust will seek to reach agreement on reasonable changes but, where agreement is not reached, Stour Vale Academy Trust reserves the right to make changes to the job description, following consultation.

Stour Vale Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether “spent” or “unspent”. Criminal convictions will only be taken into account when they are relevant to the post.

Personnel Specification

No	Categories	Essential	Desirable
QUALIFICATIONS			
1.	Grade 4 in GCSE English and Maths or equivalent eg. NVQ Level 2 in Maths and English, and/or qualified or willing to become qualified to Level 2 Teaching Assistant.	◆	
2.	Training in relevant learning strategies.		◆
3.	First Aid training.		◆
EXPERIENCE			
4.	Experience working or volunteering with children individually and in groups.	◆	
5.	Experience of working or volunteering with children across the range of ages served by the school.	◆	
6.	Experience with SEND children and challenging behaviour.		◆
7.	Experience of running intervention programmes.		◆
ABILITIES, SKILLS & KNOWLEDGE			
8.	Have the skills/attributes to support students' learning on a one-to-one basis, or in groups, including the provision of specialist support for SEND students, as appropriate.	◆	
9.	An understanding of learning and the process of learning.	◆	
10.	IT and keyboard skills to support learning and allow record keeping.	◆	

11.	An understanding of safeguarding.	◆	
	PERSONAL QUALITIES		
12.	Ability to relate well to adults and students.	◆	
13.	Ability to organise self and others.	◆	
14.	A calm, positive nature.	◆	
15.	Commitment to safeguarding and promoting the welfare of children and young people.	◆	
16.	Genuine respect for others and desire for equality of opportunity and diversity.	◆	
17.	Ability to work as part of a team understanding Trust roles and responsibilities and your own position within these.	◆	
18.	Can-do attitude and solution-focused approach with an ability to manage expectations and not over promise.	◆	
19.	Have a willingness to demonstrate commitment to the values and ethos of Stour Vale Academy Trust.	◆	



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CONTACT US

For informal talks please contact:

Mrs Debbie Collins
SENCo
Telephone: 0121 533 3750

Please visit our website: <http://www.oldburyacademy.org.uk>