



# SHENFIELD HIGH SCHOOL

LEARNING SUPPORT ASSISTANT  
JUNE 2026

Information for candidates

L E A R N I N G F O R L I F E

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# LEARNING SUPPORT ASSISTANT

## JULY 2026

### **The role**

We are seeking a dedicated and compassionate Learning Support Assistant to join our team and provide one-to-one support for pupils with Special Educational Needs (SEN). The successful candidate will play a vital role in helping students work towards the outcomes outlined in their Education, Health and Care Plans (EHCPs), ensuring they receive the support needed to succeed both academically and socially within the school environment.

In this role, you will work closely with class teachers and other professionals to plan and deliver tailored learning activities, provide educational and emotional support, and assist with routines, transitions, and behaviour management. You will contribute to creating a positive, inclusive, and nurturing environment where pupils feel safe, supported, and able to thrive.

The successful candidate will establish positive and therapeutic relationships with students, promote independence and resilience, and support pupils in developing confidence, communication, and positive relationships with peers and staff. You may also support students in using assistive technology and communication aids to help them access learning and participate fully in school life.

The successful candidate must be physically capable of supporting students with mobility needs, including assisting wheelchair users with safe movement, transfers, and access around the school environment, in accordance with manual handling guidance and individual care plans.

The role may also involve providing personal care support where required, including assistance with toileting, feeding, hygiene, and changing, while maintaining students' dignity, comfort, wellbeing, and safety in line with safeguarding procedures and school policies.

You will also be expected to follow and implement individual safety plans, risk assessments, behaviour support strategies, and care plans consistently to support students' wellbeing, emotional regulation, and safety throughout the school day.

Training and ongoing professional development will be provided, particularly for candidates who have experience working within care or support settings but are new to the education sector. This training will be tailored to the needs of individual students and the expectations of the role.

### **Our School**

Shenfield High School is a standalone 11-18 Academy with a comprehensive ethos and commitment to high academic standards supported by a significant investment in pastoral care and wellbeing.

The school is conveniently located close to Shenfield mainline station on the line into London Liverpool Street and home to the eastern terminus of the new cross rail Elizabeth Line. The school's location attracts outer fringe London allowance.

### **We can offer you:**

- Outer Fringe allowance
- A 'Golden Hello' if you are a direct applicant to the school
- GP Access for yourself and dependents
- Continuous CPD programme including NPQs and National College qualifications
- Employee Assistance programme
- Gym and swimming pool access

# LEARNING SUPPORT ASSISTANT

## JULY 2026

### We can also offer you:

- A chance to work alongside an enthusiastic and dedicated SEND department
- Supportive onboarding
- An all-inclusive and diverse organisation
- A chance to be part of the school's drive to increase and support student engagement
- Discounted childcare during half-terms
- Free daily breakfast
- Gym and swimming pool access
- On-site parking

### Job details

**Start date:** June 2026

**Salary:** Scale 5, point 9 – 12. Plus fringe allowance £729.

- *Full-time equivalent: £27, 983 - £29,327 including fringe allowance.*
- *Pro-rata'd salary: £22,084 - £23,145 including fringe allowance.*

**Working Hours / Weeks:** Term time only, plus 5 days (37 weeks + 5 days)  
35 hours per week  
08:00 – 15:30 Monday – Friday

**Contract type:** Full- Time

**CLOSING DATE:** 30<sup>th</sup> June 2026

**Interviews:** Interviews will be scheduled weekly until post closure

Please apply using the application form and a cover letter that outlines how your experience and skills fulfil the job description and person specification; CVs are also welcome in the first instance.

Application forms found on the school website - [www.shenfield.essex.sch.uk](http://www.shenfield.essex.sch.uk).

**Please Note** - Applications will be assessed upon receipt and we reserve the right to interview and appoint prior to the closing date. Early applications are therefore strongly advised. References will be requested prior to interview.

Shenfield High School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. This appointment is subject to an enhanced disclosure check and positive references.

# LEARNING SUPPORT ASSISTANT

## JULY 2026

### JOB DESCRIPTION

**Reporting to:** SENCo Team Leader & SLT Link

**Liaison with:** Parents, Students, Teaching staff, Support staff, External agencies

#### Overall Purpose of Post

Under the direction of the SENCo the position holder will support the SEND department to provide and maintain comprehensive administrative support to the SEN processes and systems – updating data on the systems and taking responsibility for setting up meetings as needed.

#### Main purpose

- Supervise and provide particular 1:1 support for pupils, including those with special needs, ensuring safety and access to learning activities.
- To attend to pupils' needs including help with personal, social, welfare and health matters, including managing injuries by following care plans alongside the school first aid officer
- To aid pupils with their movement around the school including transitions, transfers and moving equipment.
- Support the use of assistive technology in the classroom and develop pupils' competence and independence in its use
- Assist with the development and implementation of Individual One Plans/Behaviour Plans, Risk Assessments, Consistent Management Plans for a designated pupils.
- Establish therapeutic relationships with students and interact with them according to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by teachers.
- To promote independence and employ strategies to recognise and reward achievement and self-reliance.
- Set challenging and demanding expectations to promote positive values, attitudes and good pupil behaviour, dealing promptly with conflicts and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- To help students develop resilience and independence, both learning in lessons and forming positive relationships with peers and staff.
- To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.
- To supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities
- To provide support in the delivery of specialist interventions including physiotherapy and speech and language, taking a lead where appropriate.
- To sustain an active engagement with families of designated students.

# LEARNING SUPPORT ASSISTANT

## JULY 2026

### General

- Understand specific learning needs and styles and provide differentiated support to pupils individually and within a group
- To assist with escorting pupils on educational visit
- Provide feedback to students in relation to progress and achievement under the guidance of teachers.
- To track the progress of students with Social, Emotional and Mental Health needs using the available data and monitor the impact of interventions, sharing this with the SENCo and other relevant professionals.
- To understand and apply school policies in relation to health, safety and welfare
- Attend relevant training and take responsibility for own development
- Attend relevant school meetings as required ·
- To respect confidentiality at all times ·

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the learning support assistant will carry out. The postholder may be required to do other duties appropriate to the level of the role.

# LEARNING SUPPORT ASSISTANT

## JULY 2026

### Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>English and Maths at GCSE grade 4 or equivalent</li> <li>Ability to use a range of IT applications; Microsoft Office – Word, Excel, Outlook, Publisher and Power Point</li> </ul> <p><i>Desirable</i></p> <ul style="list-style-type: none"> <li>Ability to use / experience in using school information management system(s) such as SIMS</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience working in a school environment or other educational setting</li> <li>Experience working with children / young people with special educational needs (SEN)</li> <li>Experience planning and delivering learning activities</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>Good literacy and numeracy skills</li> <li>Good organisational skills</li> <li>Ability to build effective working relationships with pupils and adults</li> <li>Skills and expertise in understanding the needs of all pupils</li> <li>Knowledge of how to help adapt and deliver support to meet individual needs</li> <li>Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>Excellent verbal communication skills</li> <li>Ability to work as part of a team and to be flexible in their approach to daily routines</li> <li>Active listening skills</li> <li>The ability to remain calm in stressful situations</li> <li>Knowledge of guidance and requirements around safeguarding children</li> <li>Good ICT skills, particularly in using ICT to support learning</li> </ul> <p><i>Desirable</i></p> <ul style="list-style-type: none"> <li>Ability to use / experience in using school information management system(s) such as SIMS</li> <li>Detailed understanding of the school curriculum.</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>Organised</li> <li>Ability to keep calm under pressure</li> <li>Ability to work well in a team, and independently</li> <li>Commitment to promoting the ethos, values and standards of the School for the benefit of all stakeholders</li> <li>Commitment to safeguarding procedures</li> <li>Positive values and attitudes and adopt high standards of behaviour in a professional role</li> <li>A commitment to equal opportunities and inclusion</li> </ul>



# SHENFIELD HIGH SCHOOL

## ABOUT US

Shenfield High School is a standalone 11-18 Academy with a comprehensive ethos and a commitment to high academic standards supported by a significant investment in pastoral care and wellbeing.

We offer a broad and rich curriculum from years 7 to 13 with a full commitment to the traditional academic, creative and the physical. Our reputation for sport, both elite and recreational and for our creative arts is second to none for a state comprehensive school. Through the efforts of our highly engaged staff the curriculum runs strongly through into the extracurricular with clubs and activities offered in all areas.

The whole school community has devoted significant time in the most recent years revisiting the school values and the House System.



## SUPPORT

Our greatest asset is our staff, 'Team Shenners'. Our teaching staff are very experienced and committed to Shenfield High School and they are complimented by a group of newer entrants to the profession who bring fresh ideas and energy to the school. The teaching team works hand in hand with the highly qualified and experienced support staff who are integral to the daily functioning of the school.

At Shenfield High School we recognise that starting at a new school whether a new entrant to the profession or more experienced can feel daunting and comes with added pressure. The evaluation extract below highlights some of the key actions taken this year in support of staff wellbeing.

Shenfield High School is a strong community of staff, students, and their parents. Parents are very supportive of the school and recognise the uniqueness of some of the opportunities their children are afforded by attending the school.

As a standalone academy it is our governing body that works in partnership with the Headteacher and senior team in setting the strategic direction of the school. Our governors come from a variety of backgrounds and professions and are very supportive of the school.



# SHENFIELD HIGH SCHOOL

## THE APPLICATION PROCESS

The best way to find out about our school is to visit our website and come for a guided tour of the site.

If you are interested in a tour or would like some further information about the role, please contact the Headteacher's PA, Mrs Watson [c.watson@shenfield.essex.sch.uk](mailto:c.watson@shenfield.essex.sch.uk).

- Please visit our website for an application form [Job Vacancies - Shenfield High](#) or email our HR Manager Mrs Kirk [e.kirk@shenfield.essex.sch.uk](mailto:e.kirk@shenfield.essex.sch.uk).
- In the personal statement please give your reasons for applying for this post and say why you believe you are suitable for the position. Please take note of the person specification and keep your statement to no more than two sides of A4.
- CVs are welcome in the first instance.

Interviews are a two-way process, please ask as many questions as you have and make sure you feel this is the school for you.

If your interest in our school has been piqued by anything you have read here then we would love to hear from you.

We wish you well in your search.

**Clare Costello**  
**Headteacher**

