Job Description and Person Specification

Job title	Learning Support Assistant -1:1 support
Contract type	Part-time (15 hours per week), Fixed term until 9 July 2027 9in the first instance) There may be the opportunity for additional hours
Reporting to	Head of EYFS
Weeks per year	36
To commence by	At the earliest opportunity
Annual Salary	£8,668 - £10,055(SS1 – SS3 – this is the salary for working 36 weeks per year)

Job Description

Purpose of the Role

We are seeking a caring, patient and enthusiastic Learning Support Assistant to provide dedicated 1:1 support for a neurodivergent child.

The successful candidate will work closely with the pupil, class teacher and wider Learning Enrichment team to ensure that the child is fully supported to access learning, participate in school life and develop confidence, independence and positive relationships.

The role requires a sensitive and child-centred approach, recognising the pupil's individual strengths, needs and preferred ways of learning and communicating. The Learning Support Assistant will provide consistent, supportive and appropriately structured assistance while encouraging the pupil to become increasingly independent.

Key Responsibilities

1:1 Pupil support

- Provide consistent 1:1 support, reinforcing boundaries and positive behaviours
- Develop a positive, trusting and professional relationship with the pupil
- Support the pupil to access classroom learning, adapting activities and resources under the guidance of the class teacher and/or Head of Learning Enrichment
- Break learning activities into manageable steps and provide appropriate prompts, clarification and reassurance
- Recognise and respond sensitively to the pupil's individual communication, sensory, emotional and learning needs
- Provide positive reinforcement, encouragement and praise
- Encourage social interaction and positive relationships with peers while recognising when the pupil may need additional space or support
- Celebrate the pupil's strengths, interests, achievements and progress

Learning and classroom support

- Work closely with the class teacher to understand intended learning outcomes and how best to support the pupil
- Help the pupil to remain engaged and participate appropriately in lessons and activities
- Prepare or adapt resources where required
- Reinforce learning and provide opportunities for the pupil to practise and consolidate skills.

- Support agreed interventions or individual targets
- Observe and provide feedback to relevant teaching and Learning Enrichment staff on progress, engagement and areas where further support may be helpful
- Help maintain a calm, positive and inclusive learning environment

Wellbeing and pastoral support

- Support the pupil's emotional wellbeing, self-esteem and sense of belonging within the school community
- Recognise potential signs of anxiety, dysregulation or sensory overload and respond calmly and sensitively in accordance with agreed strategies
- Help the pupil develop confidence, resilience and self-advocacy
- Maintain appropriate professional boundaries while providing a warm, consistent and reassuring presence
- Promote inclusion and ensure that, wherever possible, the pupil is supported to participate alongside their peers

Working with others

- Work collaboratively with the class teacher, Head of Learning Enrichment and other relevant members of staff
- Follow agreed individual support strategies and recommendations
- Communicate relevant observations or concerns promptly and professionally

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General Responsibilities

- Contribute fully to the wider life of the school, including clubs, trips (day and residential), assemblies, and whole-school events.
- Uphold all school policies, safeguarding procedures, and professional standards.
- Build strong relationships with parents, communicating progress and supporting engagement in children's learning.
- Participate actively in staff meetings, INSET days, and continuing professional development.
- Undertake any other reasonable duties as requested by the Headteacher.
- To participate in the appraisal of your own performance and maintain up to date records of your Continued Professional Development.
- To uphold the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Safeguarding

The school is committed to safeguarding and promoting the welfare of children. The health, safety and well-being of all our pupils are of paramount importance to all the staff at Kew College Prep. We are committed to providing an environment in which children feel welcomed, safe, valued and respected. Adults in our school know that keeping children safe is everybody's responsibility and that all children, regardless of age, gender, culture, language, race, ability, sexual identity, religion or lack of religion have equal rights to protection and opportunities.

To ensure that we comply with our Safeguarding commitment and responsibility, the school will undertake all necessary vetting checks, pre and post interview, including an enhanced DBS check, internet checks, teaching prohibition checks, references, right to work in the UK and medical fitness.

Person Specification

Criteria	Essential	Desirable
Qualifications	A good standard of general education, including literacy and numeracy skills	A relevant Teaching Assistant, childcare or education qualification.
	Commitment to ongoing professional development	Relevant training in SEND, autism, ADHD, sensory processing, communication or emotional regulation.
		Current first-aid qualification.
Experience	Experience of working with children, ideally within a school, childcare or educational environment.	Previous experience of providing dedicated 1:1 support for a neurodivergent child.
	Experience of building positive and appropriate relationships with children.	Experience of working with pupils with SEND or additional learning needs.
	Experience of working collaboratively with other adults to support a child's learning and wellbeing.	Experience of supporting children with their emotional regulation, communication or sensory needs
		Experience of delivering individual learning activities or targeted interventions.
Knowledge	An understanding of the importance of promoting a child's independence, confidence and resilience	Knowledge of strategies for supporting neurodivergent children in the classroom
	An awareness that behaviour can be a form of communication	Knowledge of autism, ADHD, sensory processing differences, communication needs or emotional

		regulation, where relevant to the pupil
	A clear understanding of the importance of safeguarding and promoting the welfare of children	An understanding of reasonable adjustments and differentiated approaches to learning
		Knowledge of individual support plans or similar pupil-centred planning processes
Interpersonal Skills & Personal Qualities	A calm, patient, compassionate and consistent approach	Confidence in communicating observations about a pupil's progress, engagement and wellbeing to relevant colleagues
	The ability to develop a positive, trusting and professional relationship with an individual child	The ability to recognise potential signs of anxiety, dysregulation or sensory overload and respond calmly
	Sensitivity to a child's individual communication, sensory, emotional and learning needs	Creativity and flexibility when adapting activities or resources to meet an individual child's needs
	Strong communication and interpersonal skills	
	The ability to work effectively as part of a wider teaching and Learning Enrichment team	
	The ability to follow agreed strategies while responding appropriately and flexibly to the pupil's needs	

	The ability to encourage independence without creating unnecessary reliance on adult support	
	Reliability, punctuality and a commitment to providing consistent support	
	Discretion and the ability to maintain confidentiality	
	A positive, inclusive and non-judgemental approach	