# Job Description- Learning Support Assistant

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| Post Title | Learning Support Assistant |
| Salary Grade | N4 |
| Job Evaluation Code | AA4220 |
| Reporting To | Line Manager |
| Responsible for | N/A |

## Job Purpose (including main duties and responsibilities)

- To assist in providing classroom support duties including curriculum related tasks under the direction of the teacher and responding to pupils' social, emotional, and physical needs.

The following list is typical of the level of duties which the postholder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level maybe required from time to time.

## General

- Supporting the teacher in the general management of the classroom.
- To undertake activities, as directed by the teacher, with individuals or small groups of pupils.
- To provide clerical and administrative support.
- Supervising small groups of pupils alone and participating in general activities.

## Classroom Organisation

- Assist with the organisation, classroom maintenance, setting out, clearing away and care of resources to create a purposeful and attractive learning environment.
- Assisting in the preparation of resources.
- Preparing pupils' work for display in the classroom and around school.

## Pupil Support

- To assist in providing classroom support to pupils with additional needs.
- Working with pupils directly on curriculum related tasks under the direction of the teacher.
- Assisting in the delivery of support to pupils, including assessment, recording and reporting procedures.
- Assisting the teacher and other professionals with the development of specialist support and communication skills.
- Giving relevant feedback to the teacher regarding the emotional and physical needs of pupils.
- Assisting with monitoring and evaluating the learning environment provided for the pupils in their care.
- Working with teachers, speech and language therapists and other specialist staff to assist in delivering agreed programmes.
- Accompanying pupils on educational visit and other extra-curricular activities, including independence skills training programmes.

## School Support

- To follow the school policy documents, curriculum planning and individual pupil support plans.
- To support teachers in selecting and preparing teaching resources that meet pupils' needs and interests.
- Assist in maintaining a healthy, safe and secure environment for pupils within and outside the classroom and to act in accordance with the school's policies and procedures.

## Welfare and Other Duties

- To assist the classroom teacher with the creation of a safe environment for pupils within and outside the classroom.
- Assisting in the supervision of pupils particularly at break periods and the beginning and end of sessions.
- To provide personal and intimate care and support the medical needs of identified pupils, as appropriate, in line with the intimate care policy.
- Provision of general care and welfare by responding appropriately to the social, emotional, and physical needs of pupils. This might include attending to sick or injured pupils.
- Modelling the school and Trust values of Kindness, Integrity, Aspiration and Resilience at all times, whilst actively promoting equal opportunities and anti-discrimination policies.
- To promote and implement the school's Equality Policy in all aspects of employment and service delivery.

## Child Protection and Safeguarding

- Responsible for promoting and safeguarding the welfare of children and young people they are responsible for or come into contact with (following school/Trust procedures and KCSIE).

## General Information

The academy will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but in consultation with you may be changed by the CEO to reflect or anticipate changes in Prosper Learning Trust priorities or the job commensurate with the job grade and title.

February 2026

# Person Specification – Learning Support Assistant

Method of Candidate Assessment: A = Application
I = Interview
R = Reference
Q = Qualifications

| Essential | Desirable | Assessment |
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| **Skills, knowledge, and aptitudes** | | |
| Excellent classroom practitioner. | Understanding of the curriculum guidance of the National Curriculum. | I/R |
| An understanding of the educational environment and teaching of pupils with learning difficulties. | | A/I/R |
| A clear understanding of the Special Needs Assistant's role. | | A/I/R |
| Ability to support the teaching of pupils with learning difficulties. | | A/I/R |
| A clear vision of how the role can be used to ensure pupil progression and effective delivery of their learning. | | A/I/R |
| An understanding of assessment, recording and reporting processes. | | A/I/R |
| Good verbal and written communication skills. | | A/I/R |
| Able to work constructively as part of a team. | | |
| **Qualifications and training** | | |
| GCSEs Grade C+/4+ (or equivalent) in Maths and English | Level 2 DfE recognised Teaching Assistant or an equivalent qualification in a relevant field, e.g. education, health or social care.<br><br>OR Level 3 qualification in any field with relevant experience e.g. working in a classroom.<br><br>Further professional development in special educational needs. | A/I/R/Q |

February 2026

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| **Experience** | | |
| Relevant transferable experience. For example: working with children in education, health or care settings | Experience of supporting pupils with SEN and autism. | A/I/R |
| | Ability to demonstrate good contribution to assisting teaching in present school. | A/I/R |
| | Experience of assisting in the teaching of National Curriculum to pupils with learning difficulties. | A/I/R |
| **Personal qualities** | | |
| Excited by opportunities presented by the post | Ability to find creative answers to problems. | I/R |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people with learning difficulties. | Committed to achieving further professional development. | I/R |
| Able to relate well to children and adults and, in particular, able to establish positive relationships with pupils | | A/I/R |
| Able to take a responsive approach to children's needs to help address barriers to learning and well-being. | | A/I/R |
| High expectations of pupil achievement. | | I/R |
| Positive attitude to change. | | I/R |
| Calm, confident and professional manner. | | I/R |
| Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people. | | A/I |
| **Special requirements** | | |
| Enhanced DBS checked to work with vulnerable children. | Current Driving Licence. | DBS Clearance and Identity checks |
| Willingness to participate in out of school activities and educational visits | MiDAS mini-bus test. | I/R |