



Bridge House Independent School Job description and person specification

Job title:	Learning Support Assistant
Reports to:	School Lead (Assistant Head)
Hours of work:	40 hours per week 8:15 – 4:15 (term time)
Salary:	£12000 – £16800 depending on experience and qualifications

Roles and responsibilities

General Duties – under the direction of the class teacher

Develop a secure knowledge of the learning support needs of individual pupils.

For the pupils being supported:

- Aid their learning as effectively as possible.
- Clarify and explain instructions.
- Ensure they are able to use any equipment and materials provided.
- Assist them with their challenges, such as language, behaviour and social skills.
- Help them to concentrate on and finish work set for them.
- Meet physical needs as required when encouraging independence.
- Assist with the development and implementation of EHC plans.

Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.

Support the use of IT and computing in learning activities, and develop pupils' competence and independence in its use.

Assist with the preparation and maintenance of school equipment and resources required to meet lesson plans or other relevant learning activities to support the delivery of an enriched curriculum.

Assist with school events, trips and activities.

Communication and Coordination

Work closely with class teachers, other TAs and the SENCO to support and develop bespoke and individualised learning plans which enable students to meet their potential, both academically and emotionally.

Assist the SENCO in the production of a timetable that ensures pupils are not repeatedly missing the same lesson to join interventions.

Contribute towards pupils' annual reviews and report on the effectiveness of the interventions in place.

Liaise with the SENCO, as required, to review the progress of individual pupils with SEND and the overall SEND provision in the school.

Be responsible for the coordination and provision of interventions for named pupils or groups of pupils. Provide new and ongoing support for individuals or groups of pupils who need extra interventions to achieve their personal best

Assist with assessments, evaluate the impact of the interventions and plan next steps for individuals and groups of pupils.

Assist with the production and maintenance of provision maps detailing all interventions provided by the school for named pupils and groups of pupils.



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Training and Knowledge

Be familiar with interventions relating to both SEND, behaviour and trauma informed practice.

Be knowledgeable about the four areas of the SEND Code of Practice: cognition and learning, sensory and physical needs, communication and interaction, and social, emotional and mental health.

Remain up-to-date with personal training and new initiatives.

Act as a point of contact for other professionals, such as autism experts, speech and language therapists, specialist leaders of education and parents, as appropriate.

This job description is not a contract of employment, or any part of it. It has been prepared only for the purpose of Bridge House Independent School and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document will be reviewed annually as part of the performance management process or as appropriate.



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Person specification: Learning Support Assistant

		Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Have a relevant qualification. • Be willing to undertake additional training. • Experience of working with children with ASD 		<ul style="list-style-type: none"> • Have undertaken safeguarding training. • Have a recognised qualification in SEND practice (ELKLAN, AET level 2)
Experience	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • Experience of working with pupils with SEND. • Experience of handling confidential and sensitive information. • Experience of communicating to all levels of management. • Experience of working in an educational environment. 		<ul style="list-style-type: none"> • Experience with pupils with Social, Emotional and Mental Health difficulties • Experience with pupils with autism. • Experience with working on a one-to-one basis with pupils.
Knowledge and skills	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • Knowledge of areas of legislation relevant to SEND. • The ability to interpret legislation and statutory guidance relating to SEND practice. • Excellent written and verbal communication skills at all levels. • The ability to think ahead and draw up schedules of review, and to follow these up as necessary. • Excellent organisational skills. • The ability to remain calm under pressure. • Excellent time management skills. • The ability to work with pupils in a professional manner. • The ability to be proactive in seeking solutions. • The ability to maintain confidentiality. • Effective problem-solving skills. 		<ul style="list-style-type: none"> • Knowledge of legislation and statutory guidance specific to Independent Primary Schools
Personal qualities	<p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Able to work independently but also as part of a team. • Professional. • Conscientious. • Dedicated to their practice. • Reliable. 		<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • The capacity to work flexibly.