LEARNING SUPPORT ASSISTANT

Are you passionate about making a real difference in a young person's life? Do you thrive in a role that provides both academic and holistic support to students with learning difficulties and complex needs? If so, we have an exciting opportunity for you to join our dedicated and compassionate team.

We are looking for caring, patient, and motivated individuals who can support our young people in both academic settings and the wider community. You will play a key role in promoting their academic progress, personal organization, and social skills, helping them reach their full potential.

We are seeking an individual who:

- Can provide in-class support for a student with an EHCP
- Is committed to raising student achievement
- has excellent inter-personal and communication skills
- will work effectively as part of a team
- Maintains a calm, professional and caring approach
- Is passionate about supporting students with moderate learning needs including Autism
- Is committed to the well-being, self-esteem and progress of every student

What we offer:

- Flexible hours, term time plus teacher training days with an early finish on Friday
- We strongly believe that a happy and well-supported staff body drives the best outcomes for our students. As part of our team, you will benefit from a high-quality professional development programme.
- Grade 5, point 7-8 depending on experience. Actual salary £19,264 - £19,570 per annum

We deliver a broad and diverse curriculum to a fully comprehensive intake, catering to students with a wide range of special educational needs and disabilities (SEND), including communication and interaction difficulties, cognition and learning challenges, and social, emotional, and mental health needs. Many of our students arrive with a history of disrupted education and low prior attainment; however, they also bring strengths, interests, and the potential for academic achievement when appropriately supported. Attendance and engagement with learning are high across both sites of Maplewell Hall School. Maplewell Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. Successful candidates will be subject to an Enhanced DBS check along with other relevant employment checks. We are an Equal Opportunities employer.

If you are interested in this position, please download the application pack from our website https://www.maplewell.leics.sch.uk/about/vacancies/ for general enquiries please contact Kirstie Allen on 01509 890237 or email k.allen@maplewell.leics.sch.uk

- ***Closing date for applications 9am Thursday 19th November 2026***
- ***Interviews to be held w/c 23rd November 2026. However, the school reserves the right to interview suitable candidates earlier.***

Job Description

Job Title:	**Learning Support Assistant – SEN / Intervention (SEN LSA)**
Grade:	**5**
Job Purpose:	A SEN LSA will work under the direct supervision of a teacher / HLTA and SLT. To provide support for SEN and other personalized assistance to identified pupils to enable them to access the school curriculum and engage in all aspects of school life, in accordance with school policies and procedures. This may include supporting individuals or small groups of designated pupils, including in a whole class setting.
Occupational Standards:	Supporting Teaching and Learning (STL) Level 2

MAIN DUTIES AND RESPONSIBILITIES:

1. To work under the supervision of a Teacher/HLTA/Compass Co-ordinator to provide care and encouragement to individual students with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers / other professionals as appropriate.
2. To work under the direct supervision of a teacher to carry out planned learning activities to meet the specific needs of designated children, either individually or in small groups, providing feedback on their engagement in activities and their achievement of the desired learning objectives.
3. To support the physical, intellectual, emotional and social development of pupils, including contributing ideas and suggestions to offer tailored support to help students to meet their development needs.
4. To observe and feed back to the teacher on pupil performance and behaviour, taking action as appropriate in line with relevant school policies.
5. To implement individualised learning plans, monitor and maintain a safe and secure learning environment.
6. To support pupils to improve their numeracy and literacy skills through focussed learning activities and more generally across the curriculum.
7. To prepare and utilise ICT resources to support pupils learning.
8. To prepare and support the use of learning materials, adapting them as necessary to meet the individualised needs of the designated pupil.
9. To participate daily off-site activities in order to support the full engagement of the designated pupil(s).
10. To invigilate or provide authorised SEN support for internal and external tests and examinations under formal conditions.
11. To interact with and respond positively to children, young people and adults.

12. To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.

13. Under the guidance of therapists and Compass Co-ordinator carry out prescribed therapy programmes.

14. To encourage participation in structured and unstructured learning activities, including play (timetabled and during breaks if required). (Primary and Special schools)

15. Assist in implementing pupils' Outcomes outlined in their EHCP and individual IEP, supporting them in achieving their goals while helping to monitor and document their progress

16 Collaborate in creating individual pupils' CEHCP targets for their 'Pupil Passport' ensuring these targets align directly with the EHCP outcomes

17 Maintain accurate and up-to-date records of pupils' targets and their progress toward achieving them

18 Support effective communication with parents and carers, proving regular updates on their child's progress towards EHCP targets and discussing strategies to enhance their progress. Work collaboratively with a class tutor and parents to ensure alignment between school and home support

19 Assist in supervising pupil(s) during the lunch period as required.

20 Undertake health care duties where required.

21 Participate actively in physical activities for example outdoor pursuits, animal care, horses.

22 To support, as appropriate, in instances where pupils are unwell whilst at the school*

23 To provide toileting support to pupils as necessary**

24 Take part in a programme of professional development identifying personal training needs through continuous self-appraisal and undertaking such training as may be necessary to meet the needs of the pupils, including attendance at five training days per year (or pro rata if not working five days per week)

Occasional duties and responsibilities not affecting the grade of the post:

It is recognised that from time to time named/designated children may be absent from school or otherwise taken out of the normal timetable, such that SEN support is *temporarily* not required. At these times SEN LSAs are expected to be flexible and may be required to undertake other tasks commensurate with the grade of the post, including but not limited to:

25. To provide agreed support to the Compass Team / Teacher in the delivery of planned whole class learning activities.

26. To contribute to the creation of visual displays, in accordance with the requirements of the Compass Co-ordinator / teacher, in order to facilitate a relevant physical learning environment.

* first aid should only be provided by staff who hold appropriate first aid qualifications. However, any member of staff may be required to provide general support to a child who is unwell or receiving first aid treatment.

** these duties only to be undertaken after appropriate risk assessment and training have been provided.

SPECIAL FACTORS:
Subject to the duration of the need, the special conditions given below apply:

(a) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
(b) Expenses will be paid in accordance with the Local Conditions of Service.
(c) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore, **a DBS enhanced check is an essential requirement.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Leicestershire County Council is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person specification

Job Title: **Learning Support Assistant – SEN / Intervention (SEN LSA)**

Grade: **5**

	Essential	*Desirable*	How assessed
Qualifications • NVQ 2 in Supporting Teaching and Learning, or equivalent OR Able to demonstrate the ability to meet the STL Level 2 National Occupational Standards relevant to this post. • GCSE qualification or equivalent in maths/numeracy and English/literacy	✓ ✓		Application form / relevant documentation
Experience • Experience of supporting teaching and learning in a formal setting • Experience of working with children or adults with learning difficulties	✓ ✓		Application form/ interview / references
Knowledge • Knowledge of child protection and health and safety procedures.	✓		Application form/ interview / references
Skills/Attributes • Ability to work effectively as part of a team. • Ability to follow through programmes devised by teacher • Ability and willingness to undertake professional development. • Good interpersonal skills • Experience of working with parents/ other professionals • Empathy with children and young people • Driving licence • Basic ICT skills	✓ ✓ ✓ ✓ ✓	 ✓ ✓ ✓	Application form/ interview / references
General Circumstances • Attendance – evidence of regular attendance at work • An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. • Must be able to perform all duties and task with reasonable adjustment, where appropriate, in accordance with the provisions of the Disability Discrimination Act 1995. • Enhanced disclosure certificate from the Disclosure and Barring Service.	 ✓ ✓ ✓	 ✓	Medical questionnaire/ references Application form/ interview Documentary evidence
Factors not already covered Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.	✓		Medical questionnaire