



ST BENEDICT'S SCHOOL
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SBJS Learning Support Assistant

Responsibilities

Learning Support Assistant will work under the direction of the Head of Learning Support.

All Learning Support Assistants shall be available to perform duties at such times and such places as may be specified by the Headmaster, the Deputy Head (Teaching and Learning), and the Head of Learning Support.

Special Educational Needs and Disabilities Responsibilities

The fundamental task is to support the Headmaster in ensuring that all members of staff recognise the importance of planning their lessons in ways that will enable the participation and learning of all children. S/he will play a key role in supporting, guiding, and motivating the children identified as requiring learning support.

Working under the guidance of the Head of Learning Support, s/he will help ensure that day-to-day provision runs smoothly by sharing timely feedback about pupils' emerging needs, supporting the implementation of agreed strategies, and helping to monitor how well these approaches are working in the classroom. S/he will play an active role in preparing and adapting resources, liaising with class teachers to clarify targets, and providing focused support to children who require additional help, thereby strengthening a consistent and inclusive approach across the school.

Specific Responsibilities

- Support the identification of and disseminate the most effective teaching approaches for children with SEND, particularly dyslexia, literacy, and language-based difficulties
- Work with children, subject leaders, Form Tutors, and the Head of Learning Support to ensure that realistic expectations of behaviour and achievements are set for children with SEND
- Assist in monitoring the effective use of resources, appropriate teaching and learning activities and target-setting to meet the needs of children with SEND

- To support pupils with communication and interaction needs (including autism and speech, language, and communication needs)
- To use the systems for monitoring and recording progress made by children with SEND towards the achievement of targets set
- Support the development of improvements in literacy, numeracy, and information technology skills, as well as access to the broader curriculum.
- To deliver targeted interventions in small groups or 1:1 setting
- Learning Support Assistants must have a strong understanding of phonics, early reading strategies and reading comprehension support
- To adapt learning materials to suit different learning styles and processing speeds
- Identify and develop study skills to support children in their ability to work independently and learn more effectively
- To scaffold writing for pupils through structured planning, modelling, sentence frames and visual supports
- Maintain effective partnerships between parents and the school's staff to promote children's learning, providing information to parents about targets, achievements, and progress as directed by the Head of Learning Support
- To assist in ensuring that there is good continuity in terms of support and progression in learning when children with SEND transfer from the Junior School to secondary school
- To work as and when required with external agencies to provide maximum support for children with SEND

Responsibilities will also include:

- Assist in creating and maintaining Learning Support timetable.
- To maintain an attractive, stimulating learning environment.
- Help to prepare topic and display work
- To carry out a share of supervisory duties in accordance with published staff rosters.
- To monitor the personal appearance and behaviour of children, both in and out of the classroom setting, to provide a well ordered environment in which all are fully aware of behavioural expectations, so as to ensure the maintenance of discipline and good order in the school.
- To encourage, praise and positively embrace good relationships behaviour and work
- To ensure that children who are her/his responsibility are never left unsupervised either in the classroom or in the playground.

- To assist and support colleagues in presenting co-curricular events and to assist in the administration of special events as determined by the Headmaster including: School Productions, Open Mornings, etc.
- Accompany children on local visits and trips
- Participate in the Performance Review system.
- Attending staff meetings, unless otherwise engaged (e.g. After School Club duties)

Person Specification			
	Essential <i>These are qualities without which the applicant could not be appointed.</i>	Desirable <i>These are extra qualities which can be used to choose between applicants who meet all the essential criteria.</i>	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • 5 GCSE passes (C / 4 and above, including English and mathematics) 	<ul style="list-style-type: none"> • A degree (e.g. BA, BSc, BEd, PGCE) and QTS • SEND Qualifications (e.g. Level 2 Certificate in Supporting Teaching and Learning in Schools) • Evidence of additional courses attended, and certificates attained • Catholic Teachers' Certificate 	Production of the applicant's certificates
Experience:	<ul style="list-style-type: none"> • Evidence of experience as a Teaching Assistant or Learning Support Assistant in a primary school 	<ul style="list-style-type: none"> • At least two years' experience as a Learning Support Assistant in a primary school 	Contents of the Application Form. Interview Professional references
Knowledge and Skills	<ul style="list-style-type: none"> • Flexibility • Good people skills • The ability to be proactive • Positive, patient, and nurturing approach to supporting children's learning and emotional wellbeing • Strong team player who can work collaboratively with teachers, SENCo and wider professionals 	<ul style="list-style-type: none"> • Experience supporting pupils with special educational needs, particularly dyslexia, literacy, and language-based difficulties • Strong understanding of phonics, early reading strategies and reading comprehension support • Ability to scaffold writing through structured planning, modelling, sentence frames and visual supports • Experience supporting pupils with communication and interaction needs (including autism and speech, language, and communication needs) • Confidence in delivering targeted interventions in small groups and 1:1 setting • Ability to adapt learning materials to suit different learning styles and processing speeds 	Contents of the Application Form Interview Professional references

Personal Competencies and Qualities	<ul style="list-style-type: none"> • A willingness to play a full part in every aspect of life at St Benedict's School and Nursery • A willingness to be fully supportive of the Catholic ethos of the School • Positive attitude toward meeting the needs of the children and their Parents 	<ul style="list-style-type: none"> • Musical and/or Artistic Talent / Performing Arts 	Contents of the Application Form Interview Professional references
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