



Job Description for Learning Support Assistant

Responsible to the Head of Learning Support

The role will require close cooperation with:

- All members of the Senior Management Team.
- Head of Learning Support.
- Other members of staff.
- Parents, governors and the local community.
- Members of the inspectorate, advisory and support services.

General:

West Hill Park School is committed to safeguarding and promoting the welfare of all our children. All staff are trained in child protection and work within the staff code of conduct and whistle blowing policies. All candidates for posts will be asked to provide suitable references, undergo an enhanced DBS check, online search and will be asked, at interview, questions about safeguarding children. The school may contact any of your previous employers.

All posts at West Hill Park require staff to conduct themselves in a highly professional manner when dealing with children, parents and colleagues. Staff are expected to appreciate and promote the ethos and image of the school and should ensure that in all their actions and words they market the school in a positive manner. Disciplinary action may be taken against staff who bring the school's name into disrepute.

Staff at West Hill Park are expected to be aware of their own Health and Safety and to that of those around them and should take all reasonable steps to ensure that no one is placed in danger.



Benefits:

- Free hot meals, refreshments and beverages during term time including INSET
- Use of School's sports facilities
- Workplace pension
- Free parking

Key Responsibilities

1:1 Support for a child with an EHCP

- Deliver highly personalised learning support, including pre-teaching, task clarification, and scaffolded instruction.
- Support subject acceleration and extension, ensuring appropriate challenge and depth.
- Break learning into small, manageable steps and adapt resources to suit his learning profile.
- Provide explicit teaching of social communication and interaction skills
- Facilitate reflection on emotions, perspectives, and social situations (e.g. through discussion or visual approaches such as comic-style conversations).
- Act as a key adult, building a consistent, trusting relationship, including regular daily check-ins.
- Support emotional regulation using co-regulation, emotion coaching, and trauma-informed strategies.
- Recognise and respond to signs of anxiety, overwhelm, or rejection sensitivity, using de-escalation and supportive intervention.
- Monitor, record, and contribute to reviews of progress, engagement, and EHCP targets.

LSA Support

- To develop knowledge through CPD of a range of learning support needs, the specific needs of the children to be supported and the strategies needed to support them effectively.
- To scaffold the learning of children with SEN in the classroom and during interventions outside of class.
- To assist in areas of development e.g. language, social skills, reading, spelling, handwriting, etc. through the modification of resources and/or access arrangements.
- To encourage independence and resilience when supporting children with their learning.
- To liaise with the class teacher and learning support staff in the development of the targets based on the EHCP.
- To support the implementation of strategies recommended by Educational Psychologists, Speech and Language therapists or other outside agencies.
- To establish a professional but nurturing relationship with the children.
- To encourage and facilitate acceptance and inclusion of children with special needs.
- To contribute to the development, monitoring, documentation and review of targets.
- To consistently monitor and review student progress in conjunction with the class teachers and support staff.
- To develop knowledge of the curriculum and have an understanding of its implications for the students who will require additional support to be successful.
- To develop relationships with families, as appropriate, which allows for a mutually supportive link between home and School.
- To hold a child protection basic awareness certificate, enhanced DBS/CRB certificate.

- To be aware of School policies and procedures.
- To be aware of the need for sensitivity and the maintenance of confidentiality when discussing the needs of children with special needs.
- To attend meetings with staff and parents if required, e.g. parent evenings, INSET days and School-related trips i.e. field trips etc.
- To attend half termly meetings with subject teachers in order to prepare for future topics, key terms etc and to review previous half term's work.
- To assist teachers in planning appropriate differentiated materials and resources.
- To complete regular School duties and other assigned tasks as necessary for ensuring the efficient and effective day to day operation of the School routine (i.e. break duties, invigilation etc.).
- To further themselves personally and professionally by attending courses/training, as approved by the Headmaster and Head of Learning Support.
- To maintain an accurate record of professional development training received.
- To contribute to the professional development of others by offering training in particular areas of interest and expertise to School staff.
- To maintain good order, discipline and respect for others; to promote understanding of the School's rules and values; to safeguard health and safety and to develop relationships with and between pupils conducive to optimum learning.
- To contribute to the cleanliness and tidiness of shared areas and resources.
- Record any accidents or incidents on CPOMS
- To be familiar with the medical, SEND and pastoral needs of pupils.
- To carry out reasonable requests that may from time to time be made by the Headmaster, SLT or Head of Learning Support.
- To provide cover for a class in the short-term absence of the class teacher.