

Primary SEND Learning Support Assistant - KS1/KS2

Job Description and Person Specification

Salary & hours

Salary £23,734* - with effect from 01 September 2026

Full-Time, temporary - 1 year: 5 days per week 8:45-3:30 (incl. a 30 minute unpaid lunch break)

Term-time only, plus 5 INSET days

*pay award pending from 1st September 2026

Primary Objective

The successful candidate will form part of our SEND LSA team, working either on a 1-1 basis, or with a small group of children with complex needs, but always as part of a team. The SEND LSA role involves building excellent relationships with pupils in order to meet their social and emotional needs, as well as providing assistance in overcoming barriers to learning in order that our pupils reach their full potential. Willingness to offer personal care is a requirement.

As part of the SEND LSA team, you will liaise with the class teacher and other members of the SEND team to provide access to the curriculum; increasing pupils' inclusion within the classroom, as well as providing individualised curriculum opportunities outside of the mainstream classroom. The successful candidate will work proactively and professionally with pupils, other staff, parents/carers, governors and external agencies in the best interests of pupils; taking responsibility for promoting and safeguarding the welfare of children and young people within the school whilst maintaining the school's positive ethos and promoting the values of the school.

Roles and responsibilities - Pupil development & wellbeing

1. Commit to and promote the approaches of Consciousness-based Education (training will be provided)
2. Form and maintain appropriate, professional relationships and boundaries with the pupil and parents.
3. Contribute to the health and wellbeing of the pupil



- Understand the needs of the pupil in your care, eg. ASD, ADHD, etc
 - Give positive encouragement, feedback and praise to reinforce and sustain the pupils' efforts and to develop self-reliance and positive self-esteem
 - Recognise signs of pupil discomfort/stress, identifying potential triggers and responding accordingly
 - Report illness, or suspected, to the appropriate staff
 - Report safeguarding concerns to the appropriate staff
4. Be aware of, and implement as necessary, strategies to assist pupils to respond positively to inclusion in group activities, as well as individual activities
 5. Employ strategies agreed by school to raise self-esteem, such as rewards systems
 6. Provide a written record on the effectiveness of support/intervention strategies adopted.

Roles and responsibilities - Teaching & learning

1. Have the skills necessary to support the use of ICT in learning activities and to develop, maintain and deploy learning aids and materials
2. Have the skills necessary to contribute to the planning of teaching and learning for individual pupils on a short, medium and long-term basis
3. Be competent and experienced in supporting individuals on a 1-1 basis
4. Mark and assess a pupils' work under the direction of the class teacher as required

Roles and responsibilities - Professional development:

1. Learn and regularly practise Transcendental Meditation and any training provided to expand your knowledge of Consciousness-based Education
2. Undertake CPD opportunities provided by the school
3. Where appropriate, take part in the professional development of others
4. Take part in the school's appraisal procedures

Roles and responsibilities - Personal & professional conduct

1. Uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school, including maintaining confidentiality at all times.



2. Have proper and professional regard for the ethos, policies and practices of the school, as outlined during the school's induction process, and maintain high standards of attendance and punctuality

Roles and responsibilities - General:

1. Have a caring and positive attitude
2. Be well organised, but flexible
3. Communicate effectively with pupils, parents and teaching staff as part of the SEND team and the whole school team
4. Be able to offer personal care (if required)
5. Accompany the class teacher and pupils on educational visits

Person specification

Criteria	Qualities	Essential	Desirable
Qualifications and experience	<p>English & maths at GCSE grade C/4 or above or functional skills or a willingness to undertake a functional skills qualification.</p> <p>NVQ 2 and/or equivalent qualification in relevant area.</p> <p>First aid training / training in specific medical procedures as appropriate or willingness to undertake training</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>
Skills and knowledge	<p>Proven successful experience working with or caring for children in any setting.</p> <p>Proven successful experience working within a school.</p> <p>Proven successful experience working with children with disabilities.</p> <p>Basic understanding of child development and learning.</p> <p>General understanding of appropriate curricula for young people with learning disabilities.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>



	<p>Knowledge of guidance and requirements around safeguarding children</p> <p>Knowledge of effective, and positive, behaviour management strategies</p> <p>Good ICT skills, particularly using ICT to support learning</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
Personal qualities	<p>Ability to evaluate own learning needs and actively seek learning opportunities.</p> <p>An ability to approach the management of challenging behaviour with sensitivity and patience and via a team-based approach.</p> <p>Patience, empathy, a positive 'can do' disposition, flexibility and 100% commitment to supporting young people with disabilities.</p> <p>The ability to explain things clearly to support learners in making exceptional progress.</p> <p>The ability to work constructively as part of a team, follow line management structures and understand classroom roles and your own position within those responsibilities.</p> <p>The ability to relate well to both children and adults.</p> <p>An interest in further study in the field of Learning Disabilities and ASD.</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	
Ethos	<p>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</p> <p>High expectations for children's attainment and progress</p> <p>Evidence of understanding and commitment to inclusion and respect for pupils' individual differences.</p> <p>Commitment to key school plans, policies and procedures, especially the Health and Safety Policy, Child</p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>	



	Protection & Safeguarding and Data Protection A commitment to maintaining confidentiality at all times	<input checked="" type="checkbox"/>	
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All appointments are subject to satisfactory references and enhanced DBS clearance.