

# Secondary SEND Learning Support Assistant – KS3/KS4

## Job Description and Person Specification

### Salary & hours

Full time salary £24,925 per annum\* – with effect from 01 September 2026

Pro rata salary £17187.60 per annum, £1432.30 per month

Part-Time, temporary – 1 year: 31.25 hours per week, 5 days per week 8:45–4:00 (incl. a 60 minute unpaid lunch break)

Term-time only, plus 5 INSET days

\*pay award pending from 1st September 2026

### Primary Objective

The successful candidate will work either on a 1-1 basis, or with a small group of children with complex needs. 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.

You will liaise with the subject teachers and Deputy Head 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 pupils' work under the direction of the class teacher as required

### **Roles and responsibilities – Professional development:**

1. Learn and regularly practise Transcendental Meditation, and engage with 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. Accompany the class teacher and pupils on educational visits

Person specification

Criteria	Qualities	Essential	Desirable
Qualifications and experience	<p>English &amp; 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> <p>Knowledge of guidance and requirements around safeguarding children</p> <p>Knowledge of effective, and positive, behaviour management strategies</p>	<input checked="" type="checkbox"/>     <input checked="" type="checkbox"/>     <input checked="" type="checkbox"/>	<input type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>     <input checked="" type="checkbox"/>





**Maharishi  
School**  
CONSCIOUSNESS-BASED EDUCATION

**All appointments are subject to satisfactory references and enhanced DBS clearance.**