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## Job Description

**Job Title:** Learning Assistant  
**Reporting to:** Head of Boardman  
**Hours of Work:** F/T (45 hours per week, 35 weeks – part time / job share considered)  
**Contract Type:** Maternity

### General Role:

- We are seeking a dedicated and passionate Learning Assistant (LA) to join our team at Beachborough School. As an LA, you will play a crucial role in supporting pupils, helping them to reach their full potential.
- As a Learning Assistant, the role involves working with children within the Boardman (Nursery – Form IV). Learning Assistants are assigned to a phase and generally work across two-year groups. The current role is positioned in Key Stage 1.
- To be responsible for the education and welfare of the children under your care in accordance with the requirements of the Conditions of Employment of School Teachers, having regard to the values and mission statement of Beachborough School and implementing the policies as laid down by the Head and Governing Body.
- To share in the corporate responsibility for the discipline, wellbeing, and pastoral care of all pupils, including Prevent Duty.
- It is the responsibility of all staff to be able to source, understand and apply all school policies appertaining to their position.
- The successful candidate will be line managed by the Head of the Boardman.

### Supervision Arrangements:

- Observation of classroom support/additional input work by the Head of Learning Support

### Specific:

In relation to pupils	<ul style="list-style-type: none"><li>• To support pupils to access the curriculum and lesson content through provision of appropriate clarification, explanations, modelling, equipment, and materials.</li><li>• To support pupils' social and emotional development.</li><li>• To provide additional input (e.g. withdrawal 1:1 or of small groups) where appropriate, delivering intervention programmes, providing pre-teaching, reinforcing learning, or developing study skills.</li><li>• To support pupils in improving motivation, confidence, and self-esteem.</li><li>• To prepare equipment and resources to support pupils in line with their needs.</li><li>• To deliver specific programmes as advised by specialist/ other agencies involved with pupils (e.g., Physiotherapy, Occupational Therapy, Speech &amp; Language Therapy, ICT Services).</li><li>• To support pupils at school events, on trips and at sporting fixtures.</li><li>• Under the guidance of the Head of Learning Support, maintain SEND records pertaining to pupils and contribute to the creation of IPPs.</li><li>• Ongoing liaison with parents/carers as required.</li><li>• Supervising children at break times and after school.</li></ul>
In relation to teachers	<ul style="list-style-type: none"><li>• To provide feedback to staff information about pupils' specific SEND needs, identifying potential barriers, and suggesting strategies and resources.</li><li>• To support teachers and work collaboratively to plan and implement interventions.</li><li>• To carry out assessments and observations, and feedback outcomes.</li></ul>

	<ul style="list-style-type: none"> <li>• To work pro-actively with all other members of staff to ensure the care and safety of all children.</li> <li>• To be involved in record-keeping and evaluating the progress of pupils with SEND.</li> <li>• To work pro-actively with all other members of staff to ensure the care and safety of all children.</li> <li>• To support the use of technology within the classroom.</li> <li>• To support the preparation of resources for lessons or interventions, as necessary.</li> </ul>
In relation to working with the Learning Success Team:	<ul style="list-style-type: none"> <li>• Liaison with the Learning Success Department e.g., attending weekly meetings.</li> <li>• To timetable and participate in CPD opportunities relating to SEND.</li> <li>• To take part in annual appraisal process.</li> </ul>
In relation to the whole school	<ul style="list-style-type: none"> <li>• To attend staff meetings, as directed.</li> <li>• To support implementation of school policies and procedures, including those relating to confidentiality and behaviour.</li> <li>• To identify personal training needs and to attend appropriate internal and external in-service training.</li> <li>• Undertake duties before, during and after the school day.</li> <li>• To review and develop their own professional practice.</li> </ul>

## SAFEGUARDING

At Beachborough, safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred, this means that they should consider, at all times, what is in the **best interests** of the child.

The post holders **must** adhere to and ensure compliance with the school's Safeguarding and Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the DSL.

Beachborough is committed to safeguarding, child protection and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo all necessary pre-employment checks. Full details are given on the application form and the successful applicant will be subject to an enhanced DBS check.

## Equal opportunities

Beachborough School is an equal opportunities employer and welcomes applications from appropriately qualified persons regardless of gender, marital status, sexual orientation, race, ethnic origin, colour, nationality, religion, disability, or age. Candidates will be assessed against relevant criteria only (i.e., skills, qualifications, abilities, experience) in selection and recruitment.

In accordance with the Disability Discrimination Act, Beachborough School seeks to treat those with disabilities as favourably as those without disabilities. It will make reasonable arrangements, wherever practicable, to avoid putting those with disabilities at a disadvantage.

## Person Specification

Area	Essential	Desirable
<b>QUALIFICATIONS</b>	A good basic education to GCSE level in English and Maths, or the equivalent. A willingness to undertake further training	Further relevant qualifications (e.g., NVQ, specific training relating to SEND).
<b>Further relevant qualifications (e.g., NVQ, specific training relating to SEND).</b>	Experience of working with children in an educational environment Experience of working in a similar LSA or TA role within a school or an understanding of the education system. Experience of working with children with SEND	Experience of working with children with an EHCP.
<b>KNOWLEDGE AND UNDERSTANDING</b>	The ability to provide effective support to pupils in their learning journey. Knowledge of SEN procedures and policies. Good communication skills (verbal and written). A commitment to equality and diversity, especially within a school setting. A basic understanding of child development and learning processes. A basic awareness of policy/legislation relating to safeguarding. The ability to relate well to children and adults and establish positive relationships.	A working knowledge of relevant policies and legislation (e.g., safeguarding). Proficient in Microsoft Office applications particularly EXCEL and Word
<b>PERSONAL CHARACTERISTICS</b>	A positive approach. Excellent communication skills, both written and verbal, are essential. You should be able to build positive relationships with both pupils and colleagues, fostering a supportive and inclusive classroom environment. A genuine passion for working with children and helping them to succeed. A collaborative mindset, with the ability to work effectively as part of a team and contribute to the overall success of the school. A patient and empathetic approach, with the ability to provide emotional support and guidance to pupils when needed. Excellent organisational and time management skills.	

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	<p>The ability to adapt your approach and support strategies to meet the individual needs of pupils with diverse abilities and learning styles.</p> <p>The ability to work independently and manage their own workload.</p> <p>A willingness to reflect, review and see things from new angles.</p> <p>A sense of humour.</p> <p>Good use of own initiative and the ability to work collaboratively as part of a team.</p> <p>Patience and the ability to be calm under pressure.</p> <p>A commitment to personal and professional development.</p>
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**Working hours:** Monday- Friday 8:00 - 5:30pm

**Benefits:**

- Competitive salary
- Paid statutory holidays
- Employer / employee pension scheme
- Life Insurance
- On-going continued professional development / training
- Free parking
- Free lunch
- Free refreshments
- Friendly and supportive work environment
- Opportunity to contribute to a positive school community

**Reviewed:** May 2025