

Post title: Learning Support Assistant

Hours: 31.25 hours per week, 38 weeks per year
(pro-rata as applicable)

Salary Scale: Hay Grade 5

Responsible to: Class Teacher/HLTA



Job Description

Purpose of Role:

We are looking to recruit Specialist Learning Support Assistants to work with students at St George's School and within the community, with complex medical and behavioural challenges, alongside PMLD/ASC diagnosis.

Main duties:

- To lead in the support of individuals with complex needs within a specific area of school.
- To support other staff to increase their knowledge and understanding of individual needs.
- To implement specific programs and respond positively to students who need additional support, and record outcomes.
- To provide 1:1 and small group mentoring as required.
- To support department management with the planning and delivery of activities related to your area of specialism.
- To support on transition arrangements for SEND learners. Undertake duties of a Learning Support Assistant as required.
- To support individuals requiring complex medical interventions, enabling attendance at school.
- To complete a range of internal/external specialist training.

About you

- Experience of working with students who have High Needs/SEND in a specialist area, such as SEMH, Medical, Autism, and complex challenging behaviour.
- Be able to demonstrate a high level of personal resilience.
- A positive working attitude towards and acknowledging that challenging behaviour is a communication.
- A positive ethos to support complex learners to communicate in a positive way.
- Up to date knowledge and understanding of current safeguarding legislation in relation to SEND/complex learners.

About Us

In the community of St George's School everyone is considered as an individual and is valued equally. Everyone is made to feel welcome and has a voice.

Our school is a safe place to achieve, have fun and to develop skills towards individual, informed paths as we leave school and move forward in life. We learn to make choices for now and the future and to become as independent and self-sufficient as possible taking our place in society as part of Modern Britain.

We do our personal best and celebrate our achievements however large or small. As a team we experience the world and work towards achieving our goals and dreams and being the best we can be.

Generic quality statement: The Isle of Wight Council expects that its staff will adhere to its policies and procedures. All members of staff are expected to be familiar with procedures and undertake appropriate activities to support their learning and development.

Safeguarding - The Isle of Wight Council is committed to safeguarding and promoting the welfare of children and vulnerable adults and operates stringent safer recruitment practices.

Diversity and Equality - All employees are expected to treat others with dignity and respect.

Health and Safety - The Isle of Wight Council has a duty to protect employees and all employees have a duty to protect themselves and others from harm as far as is reasonably practicable.

Data Protection and ICT Security – All employees are required to ensure that any information or data collected or input in to a Council system complies with the standards set out and any associated processes that are specific to an area of work.

This job description is correct as at the date given above. In consultation with the postholder it is liable to variation by management to reflect or anticipate changes to the job. As a term of employment the postholder may be required to undertake other duties in this post or, following consultation, any other post in any of the Isle of Wight Council's Directorates.

Signed.....Date.....

Name.....

PERSON SPECIFICATION

JOB TITLE: LSA

DEPARTMENT: Education

GRADE: 5

DATE: May 2025

E = ESSENTIAL		SOURCE OF EVIDENCE - APPLICATION = A	
D = DESIRABLE		TEST = T	
		INTERVIEW = I	
	1. EXPERIENCE, direct work experience, other relevant experience.	W =	
E	Experience of working in a school environment.		A/I
E	Clerical / administrative duties.		A/I
			A/I
	2. KNOWLEDGE, without which the job cannot be done effectively.	W =	
E	Policies and practices of schools.		A/I/T
E	Some understanding of National Curriculum / EYFS.		A/I/T
E	Understanding of the area of safeguarding within schools and own role within that area.		A/I
E	Basic understanding of child development.		A/I
D	Basic understanding of SEN e.g. knowledge of common conditions e.g. ASC.		A/I
	3. SKILLS & ABILITIES, Essential/Capable of doing, Desirable/Able to train.	W =	
E	Basic ICT skills.		A/I
E	Good communication skills – able to adapt them appropriately including using Makaton.		A/I
E	Understanding of positive behaviour management strategies and willingness to undertake PROACT SCIP UK® training and refreshers as required.		A/I
			A/I
	4. QUALIFICATIONS, TRAINING & EDUCATION, also identify training to be given.	W =	
E	NVQ Level 2 or equivalent experience.		A/I
E	English and Maths GCSE or equivalent.		A/I
D	First Aid certificate or equivalent.		A/I
D	May require relevant certifications including evidence of fluency in English Language		A/I
	5. PERSONALITY, SOCIAL SKILLS, Relationships, thinking style, disposition.	W =	
E	Good relationship with pupils – acting as a role model.		A/I
E	Good team player.		A/I
E	Ability to mentor colleagues as need arises e.g. new TAs.		A/I
E	Flexibility e.g. being prepared to work / cover in any area of the school as required.		A/I
			A/I
	6. OTHER FACTORS, Physical, Mobility, Availability, Conditions, etc.	W =	A/I
	CONTRA INDICATIONS, if any	W =	
			A/I