Learning Support Assistant

Start date - January 2027

TRUST - RESPECT - EQUITY - EXCELLENCE

Term time only + INSET days where required
Up to 31.25 hours per week - 8.30 am to 3.30 pm - Job Share/Part Time Considered

Actual Salary from £17,592 per year - reflective of term time only contract
(LGPS Scale 1 - 3) dependant on experience
Annual FTE Salary from £25,614 to £27,274

Are you reliable, empathic and dedicated to supporting the progress of young people? Do you have patience and a calm and approachable manner with exceptional listening skills? Then this could be the role for you!

We are looking to expand our LSA team and require a reliable, empathic and dedicated individual to join our highly skilled team. The role involves providing support for learners with EHC plans and working closely with our SENCo and Autism Enhanced Provision Leader, offering support to a number of learners with autism and other learning needs both in the classroom and in our AEP. It requires high emotional resilience, reliability and a commitment to providing a consistent daily routine for our learners.

This is a truly rewarding position that allows the development of excellent relationships with learners and provides an opportunity to really make a difference to the school experience of our talented children. It would suit a member of our local community with a genuine desire to support learners with unique educational needs as well as those looking for the opportunity to join a truly inclusive and supportive school community.

"Pupils with SEND are well supported to access the same curriculum as their peers. Consequently, pupils with SEND achieve well." OFSTED - December 2022

We offer:

- A dedicated Autism Enhanced Provision designed to support the needs of our exceptional children
- A nurturing and inclusive school that respects the individual needs of every child
- Variety and challenge in our learning environment
- An approach based on shared responsibility which values every member of our school community and the unique skills and experience they bring
- Excellent in-house induction and ongoing training
- Flexible approach to working hours wherever possible
- Wellbeing provision and an inclusive, nurturing and supportive culture
- Commitment to match LGPS Pay Point up to Point 7 for those with relevant school experience
- Family friendly policies
- Annual Flu Vaccinations, online GP Services and Discount Schemes
- 2 Week October Half Term Break

You will ideally have:

- Minimum of Grade C/4 GCSE (or equivalent) in English and Maths
- Experience or knowledge of children with learning needs and autism or providing one-to-one classroom support
- Experience or knowledge of the learning difficulties faced by children with Special Educational Needs or the capacity and willingness to learn
- Patience, commitment, resilience, initiative and a positive 'can do' approach
- Ability and willingness to support children across a varied curriculum
- Excellent team working skills and strong work ethic

Whilst we would welcome someone with experience of supporting young people with Special Educational Needs, we are willing to provide full training to the right person. We are looking for someone whose own values align with our inclusive culture; someone who understands our core values; someone who respects and embraces the individuality of every member of our school community and who truly believes in teamwork.

We believe that diverse teams are stronger teams. We know that diversity is valuable in fostering social cohesion and supporting children to grow and develop in an environment of visible, diverse role models. We remain committed to building an inclusive environment and strongly encourage applications from candidates from underrepresented groups. If you feel you meet the above criteria and are looking for your next challenge, we'd love to hear from you. If you have a disability, health condition or are neurodivergent and may benefit from some adjustments and support during the recruitment process, please let us know. We will always endeavour to work with you to minimise any barriers.

Honywood School is committed to safeguarding children and safer recruitment processes are always robustly followed. The successful candidate's appointment will be subject to robust safer recruitment checks and satisfactory completion of an enhanced DBS check. This role is exempt from the Rehabilitation of Offenders Act 1974 and all shortlisted applicants will be required to complete a Self Declaration form in line with relevant guidance.

We encourage you to organise a pre-application visit to experience our wonderful school community in person. For further information and to download an application form, please visit our website at www.honywoodschool.com. To request a paper application form or to arrange a visit, email recruitment@honywoodschool.com.

Please note that CVs will not be accepted. We reserve the right to close this advert sooner, should we receive a large number of applications, so we encourage applicants to apply early.

Closing date for applications: Midday on Thursday 12th November 2026
Interviews to be held: Wednesday 18th November 2026

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Tel: 01376 561231

Website: www.honywoodschool.com
Email: admin@honywoodschool.com

Job Description
Learning Support Assistant

Role Purpose	To provide personalised support to learners with autism and other complex learning needs both in the mainstream classroom and in our Autism Enhanced Provision. This will primarily involve in-class support to access learning in the classroom alongside supportive intervention designed to meet the wider holistic needs of the learners, in line with their individual EHC plans.
Accountable To	Headteacher, SENCO, Autism Enhanced Provision Leader and Class Teachers
Responsible For	The day to day support of learners with high need learning and autism
Salary/Grade	LGPS 1-3

Core Responsibilities

- To support learners with high need SEND or an Education, Health and Care Plan, both in or out of the classroom environment
- To liaise with the classroom teachers of these learners to aid their planning of differentiated learning resources
- To follow established SEND intervention and monitor learners' progress with these
- To assist the SENCO and AEP Leader in collecting and collating information about the learners' school experience and progress
- To assist learners to develop greater independence
- To establish respectful and trusting relationships with children, their families and carers and other adults
- To supervise learners for limited and specified periods including break and lunchtimes
- To assist with escorting learners on educational visits

Role Specific Responsibilities

Curriculum	• To work in partnership with the class teachers to support learning as effectively as possible for all learners • To support the use of ICT in the classroom and develop learners' competence and independence in its use • To promote positive learner behaviour in line with school policies
Assessment & Progress	• To contribute to Learning Reviews for the learner and attend any relevant school meetings when required • To assist in the collection of information for annual reviews for learners when required • To follow established SEND interventions and monitor learners' progress with these • To assist the SENCO and AEP Leader in collecting and collating information about the learners' school experiences and progress
Colleagues	• To liaise, advise and consult with members of staff supporting the learner when required • To liaise with the classroom teachers of these learners to aid their planning of differentiated learning resources • To work in partnership with the class teachers to support learning as effectively as possible for all learners
Learners	• To establish a positive relationship with supported learners • To support learners with activities which support literacy and numeracy skills • To supervise learners for limited and specified periods including break and lunchtimes • To assist with escorting learners on educational visits

- *Whilst every effort has been made to explain the main duties and responsibilities of this post, each individual task undertaken may not be identified.*
- *Employees will be expected to comply with any reasonable request from a manager and/or the Headteacher to undertake work of a similar level that is not specified in this job description.*
- *Employees are expected to present themselves and to act in a professional manner at all times.*
- *The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.*

Person Specification

Qualifications	Essential	Desirable
Is qualified to GCSE Grade C/4 or above and/or Level 2 English and Mathematics	X	
A Level (or equivalent) education		X
Experience		
Have experience supporting young people or children with SEND	X	
Evidence of previous experience working in a school or similar sector		X
Knows and understands what constitutes high quality learner support	X	
Ability to relate well to children and adults	X	
Knowledge/Skills (ability to)		
Knows and understands how support learning can enrich a learner's wellbeing	X	
To have some knowledge of an understanding of the expectations in meeting the needs of young people with SEND		X
Knowledge of current issues facing young people and families with SEND		X
Ability to work as part of a team	X	
Knowledge and willingness to learn how to use the school IT system	X	
Have a non-judgemental manner	X	
Communicates well with and between staff, learners and parents	X	
Willingness to undertake first aid training as appropriate		X
Personal Attributes		
Commitment to the highest standards of child protection	X	
An enthusiasm and a deep commitment to promoting Honywood School values	X	
A deep commitment to inclusion and equality of opportunity and working with young people with SEND	X	
Commitment to continuing professional development activities	X	
Ability to use appropriate interpersonal skills when relating to staff, learners and parents/carers	X	
Demonstrate energy, vigour and perseverance and promote a 'Can Do' philosophy	X	
The ability to work with resilience under pressure and meet deadlines	X	
The capacity to build and maintain strong and effective relationships with all members of the school community	X	
Professional and personal integrity	X	
Energy, enthusiasm and a positive approach to change	X	