



Job Title: Learning Support Assistant / 1:1 Support
Accountable to: Parents and Head of Learning Support and Neurodiversity
Role: The responsibilities and duties of this role are as follows:

Job Description: Learning Support Assistant (LSA) to support a pupil with an EHCP
The contract of this role will be with the parents of the pupil and not with the school.

Job Purpose

The role involves supporting teaching and learning activities, tracking progress, and providing emotional and personal support to a pupil to achieve outcomes identified in their Education and Health Care Plans (EHCP) and IEP, with a particular focus on literacy, phonics and reading. To work under the direct supervision of a teacher to ensure that the pupil has opportunities to be as independent as possible with their learning.

Main Duties and Responsibilities

Supporting Teaching and Learning

- **Activity Delivery:** Resource and carry out planned learning activities with the pupil within a small group or individually, providing feedback on engagement and achievement of objectives.
- **Classroom Support:** Provide agreed support to the teacher in the delivery of planned whole-class learning activities.
- **Curriculum Support:** Support the pupil to improve numeracy and literacy skills through focused activities across the curriculum.
- **Differentiated Learning:** Contribute to adapting activities and delivering them inside or outside the classroom.
- **Resource Management:** Prepare and utilise resources and learning materials (including visual resourcing) to create accessibly and challenge for the pupil.

Specialist Literacy Support

- **Phonics:** Deliver structured phonics revision sessions to support early reading development, helping pupil-to develop phonological awareness, as well as blend and segment sounds effectively, in line with the Read Write Inc programme
- **Reading:** Support the pupil in developing reading fluency and comprehension through 1:1 guided reading and targeted interventions.
- **Literacy:** Support pupils to improve literacy skills through individualised focused activities across the curriculum

- **Speech:** In consultation with the Speech Therapist, deliver a daily communication programme to support speech production and vocabulary.
- **Writing:** In consultation with the Occupational Therapist, execute exercises to aid in handwriting activities.

Pupil Wellbeing

- **Relationship Building:** Build a positive relationship with the pupil, promoting high self-esteem, independence, and social inclusion.
- **Social Support:** Provide care and encouragement to the pupil, assisting with emotional and social development.
- **Transition Ease:** support the pupil during times of transition.
- **Physical Support:** support the pupil to manage physical tasks (i.e. zipping a coat, tying shoes) if needed, scaffolding them and teaching toward task independence, as well as aiding in movement breaks when necessary.
- **Behaviour Management:** Promote high standards of behaviour, responding to incidents in line with school policy and physical intervention guidelines.

Professional Collaboration & Development

- **Liaison:** Share knowledge of the pupil with staff, parents/carers, and external professionals to ensure informed decision-making regarding provision.
- **Observations:** Observe and feedback to teachers and parents on pupil performance, attainment, and specific barriers to learning.
- **CPD:** Participate in relevant training and professional development to keep skills up to date.

The employment relationship for this position is solely between the selected candidate and the pupil's parents. The school is not a party to the employment contract and bears no responsibility for compensation, supervision, or employment matters.

As safeguarding and promoting the welfare of children is an absolute priority, successful candidates must be willing to undergo child protection screening, including checks with past employers and the Disclosure and Barring Service to work on the school's premises.

We are committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Criteria	Essential	Desirable
Experience	Supporting teaching and learning in a formal school setting. Experience supporting pupils with specific learning difficulties (SpLD). Experience supporting a child with speech and language difficulties, social communication difficulties (Autism), and attention difficulties (ADHD). Working with children with SEN/EHCPs. Experience in delivering 1:1 phonics interventions.	
Knowledge	Sound knowledge of the Primary Curriculum and Safeguarding/Health & Safety. Knowledge of phonics schemes (e.g., Read Write Inc, Little Wandle).	Understanding of how to adapt materials for dyslexic learners
Skills	Ability to motivate and encourage pupil independence Strong interpersonal and communication skills. Ability to work as part of a team and to be able to take direction.	Proficiency in record keeping and tracking progress to support learning. Ability to remain calm in stressful situations.