



DE LA SALLE SCHOOL

JOB DESCRIPTION

LEARNING ASSISTANT: STUDENT SUPPORT TEAM

Job Title	Learning Assistant: Student Support Team
Line Manager(s)	Inclusion Base Manager
Salary Scale	NJC 5-6 (£16,064.17-£16,538.13)
Hours	28 hours per week, term time plus one week (39 weeks)

Purpose of the Role

As part of the Student Support Team, you will work directly with students who are at risk of disengagement from school. These students may be facing complex barriers that limit their access to learning. Your role will involve supporting them to overcome these challenges through a combination of mentoring, coaching, small group sessions, and structured personal development programmes.

A key focus will be re-engaging students in education through initiatives such as the Junior Sports Leadership Award (JSLA) or similar schemes that promote confidence, leadership, and participation. You will also play an important role in supporting students who access our internal supportive provisions: LAPS (Lasallian Achievement and Pastoral Support), PSU (Pupil Support Unit), and Reflection. These are safe spaces where students receive tailored support to help them reset, refocus, and reintegrate successfully into mainstream learning.

Main Duties

1. To work independently throughout the working day without teaching staff support.
2. To be based at all times in the internal supportive provisions for pupils with EBD, many who present challenging behaviours, including verbal abuse and some physical behaviours which require significant skill to manage/ defuse.
3. To support pupils accessing internal supportive provisions in their teaching and learning by:
 - a. planning, assessing, reviewing and returning work
 - b. liaising with teaching staff about pupils learning and progress
 - c. gathering individual resources to promote Behaviour for Learning
4. To support pupils accessing internal supportive provisions in their personal development by:
 - a. Mentoring
 - b. Restorative Justice programmes
 - c. working through coaching programmes with more challenging pupils; liaising with pastoral staff and external agencies
5. To provide documentation to staff and pupils as evidence of work completed, behaviour, documenting information that can be used in meetings.
6. To keep and update logs on pupils on SIMS.
7. To provide specific support to pupils who cannot engage in the full school curriculum and timetable, often in unpredictable situations, and as a response to challenging situations around school.
8. To continue to work with long standing pupils in need, outside the internal supportive provisions.
9. To respond to urgent and emergency situations, including those which may take place in break or lunch sessions.
10. To supervise pupils in referral/Emmaus on rewards day/sports day and other occasions when they are unable to participate in school activities.

Specifically, to provide individualised support and care for targeted pupils by:

11. Establishing good working relationships in the Centre, acting as a role model
12. Being aware of and responding appropriately to individual pupil needs, including their effective interaction with staff and other pupils
13. Providing specific support, dependent upon pupils' individual needs, ensuring their safety and well-being, whilst promoting full participation in learning activities
14. Promoting inclusion and acceptance of all pupils
15. Encouraging pupils to act independently, as appropriate, while developing their self-esteem and independence

16. Providing feedback to individual pupils (and other parties, where appropriate) in relation to their progress and achievement
17. Assisting with any other reasonable care or learning needs of pupils, including other small groups of pupils, as directed, when not required to work with targeted pupils

Also, to provide support for staff by:

18. Creating and maintaining a purposeful, orderly and supportive environment
19. Developing strategies with teachers that will address the specific needs of targeted pupils
20. Gathering and reporting basic information to and from teachers and parents, carers, or other staff - and reporting pupil progress and related issues, in the school's agreed formats
21. Assisting senior staff in the invigilation of examinations, and the administering of routine tests
22. Promoting good behaviour, specifically from targeted pupils, encouraging them to take responsibility for their own actions

Generally, to support the work of the school and its curriculum by:

23. Contributing to agreed programmes of learning activities and assisting with the co-ordination of resources for the targeted pupils
24. Complying with school policies and procedures on child protection, health and safety, security, confidentiality, data protection, equal opportunities
25. Supporting the school's Catholic and Lasallian ethos
26. Attending relevant meetings and training, as required
27. Assisting with the supervision of pupils out of directed lesson time
28. Accompanying teaching staff and pupils on visits, trips and out of school activities, as required
29. Having an awareness of, and upholding the school's Behaviour and Health and Safety Policies
30. Completing such additional and reasonable duties as required by the designated line manager(s) and Headteacher

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to a satisfactory Disclosure and Barring Service (DBS) Enhanced Disclosure Certificate.



Learning Assistant: Student Support Team

Person Specification

Knowledge	E = Essential D = Desirable	Identified by
Demonstrate an understanding of the national curriculum and other basic learning programmes/ techniques (within the secondary age range)	E	A/I
An awareness and an understanding of issues of inclusion, especially within a school setting	E	A/I
Understanding of the barriers faced by students with social, emotional, or behavioural needs.	D	A/I
Training in Special Educational Needs strategies	D	A/I
Skills and Abilities	E = Essential D = Desirable	Identified by
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E	A/I
Ability to build effective working relationships with all pupils and colleagues	E	A/I
Ability to promote a positive ethos and promote a positive attitude as a role model	E	A/I
Ability to work with children at all levels regardless of specific individual need e.g. individual learning styles	E	A/I
Ability to promote the positive values, attitudes and behaviour that are expected from the pupils with whom they work in accordance with the schools aims	E	A/I
Able to liaise sensitively and effectively with parents and carers recognising the role in pupils' learning	E	A/I
Excellent numeracy and literacy skills	E	A
Ability to undertake structured and agreed learning activities	E	A/I
Ability to undertake clerical/administrative duties and provide support as required	E	A/I
The ability to prepare and organise a range of resources to support learning programmes	D	A/I
Effective use of ICT to support learning	D	A/I
Training in Special Educational Needs strategies	D	A/I
A background in mentoring, coaching, or youth engagement	D	A/I

Qualifications	E= Essential D=Desirable	<i>Identified by</i>
NVQ II or equivalent in Teaching Assistance	D	A
Experience	E = Essential D = Desirable	<i>Identified by</i>
Relevant experience of working with and/or caring for children within a specified age range/subject area	E	A/I
Above within an educational setting	D	A/I
A background in mentoring, coaching, or youth engagement	D	A/I
Professional Values and Practice	E= Essential D= Desirable	<i>Identified by</i>
Must be able to demonstrate all of the following:	E	A/I
Ability to understand, build and maintain successful relationships with pupils and colleagues, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners.		
Commitment to safeguarding and promoting student wellbeing	E	A/I
Special Attributes required of the Candidate	E = Essential D = Desirable	Identified by
A flexible, inclusive and restorative approach, with the ability to remain calm under pressure	E	I
Participate in relevant training and development opportunities	E	A/I
Undertake appointed person certificate in first aid administration	D	A
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	A/I
An ability to fulfil all spoken aspects of the role with confidence through the medium of English	E	I
Supportive of the Catholic ethos of the school	E	A/I

A = Application Stage I = Interview Stage