



Maidenhill School



APPLICANT PACK

Learning Support Assistant



**November
2025**



Dear Applicant,

We are a welcoming and inclusive 11-16 school that has, due to its popularity, grown rapidly in size to have c.750 students from September 2025. Our mission is 'Creating and Achieving a Brighter Future' and we live by our mantra 'Be Kind, Aspire, Persevere, Achieve' by providing the very best education for our young people. As a school we want to become ever more outward-looking, broadening our links and partnerships to further develop Maidenhill School as a learning hub for the wider community. The governors and I are clear that we want Maidenhill School to be the 'school of choice' for parents and young people.

Join our Learning Support team and you will be able to share in our passion for ensuring that any student with additional needs, has a fulfilling, inspiring and positive experience during their years at Maidenhill School. You will become a member a department which is a vibrant and dedicated team of professionals.

The successful applicant will

- Demonstrate high standards in both spoken and written English and Maths
- Have a proven ability to work effectively independently and within a team ethos
- Be committed to the all-round welfare of our students
- Have effective communication skills and enjoy working with young people
- Have high expectations of themselves and others
- Have a good sense of humour
- Be flexible and adaptable; willing to embrace change and seek to improve knowledge of special educational needs and disabilities (SEND).
- Have a positive 'can-do' approach to their work

If you are interested in applying for this position, please complete the application form and submit it with a covering letter to vacancies@maidenhill.gloucs.sch.uk by **Friday 7th November at 9am**. The letter should be no more than two sides of A4 and no less than size 12 font. If enough applications are received, it's likely we may close for applications earlier than the stated date.

We look forward to reading your application and meeting you at interview.

Yours sincerely,



Position: Learning Support Assistant

Contract: Permanent

Hours: Up to 30 hours per week, working 38 weeks per annum
(Hours are negotiable up to 30 per week)

Salary: Unqualified: Grade 4 starting at £17,919 pa (£13.05 per hour)

Qualified: Grade 5 starting at £19,079 pa (£14.59 per hour)

(minimum relevant L3 qualification - totals shown based on a 30-hour week)

Start date: Asap

Deadline for applications: Friday 7th November 9am

Interview date: Week commencing 10/11/25



The Learning Support Department at Maidenhill School

Do you wish to be part of an enthusiastic, dedicated and committed team of Learning Support Assistants (LSAs)?

Join our Learning Support team and you will share in our passion for ensuring that every student with additional needs has a fulfilling, inspiring and positive experience during their years at Maidenhill School. You will become a member of a vibrant and dedicated department working closely with classroom teachers across all subjects to help create inclusive, engaging and supportive learning environments.

As an LSA at Maidenhill, you'll be a visible and valued part of everyday school life, supporting students in lessons, building positive relationships with both staff and students, and helping to ensure that learners with additional needs can thrive alongside their peers.

Learning Support staff receive additional training to gain both qualifications and expertise in specific areas of SEND. You will have the opportunity to develop your professional practice, and there are clear prospects for career progression, including additional paid responsibilities before, during and after the school day.

You will be joining a team with a wealth of experience in Speech and Language, Communication and Interaction, Autistic Spectrum Disorder (ASD) and Social, Emotional and Mental Health. Working together with teaching staff, our aim is to close the attainment gap between SEND and non-SEND students by removing barriers to learning and ensuring an accessible, ambitious curriculum for all.

We are proud of our inclusive ethos at Maidenhill School. Wherever possible, students with additional needs learn in class alongside their peers, supported through high-quality classroom practice and thoughtful, well-planned interventions such as Social Skills, Numeracy and Literacy programmes across the key stages.

Apply now if you are looking for an interesting and varied role where no two days are the same and where your work directly supports both students and teachers in creating an inclusive school community.

If you have any questions, please do not hesitate to contact me either by telephone or email at lgough@maidenhill.gloucs.sch.uk

Mrs Louise Gough

SENDCo and Associate Assistant Head Teacher



Learning Support Assistant

Job Title: Learning Support Assistant

Salary: Grade 4 – 30 hours per week, 6 hours per day - Unqualified

Grade 5 – 30 hours per week, 6 hours per day - Qualified to L3 –

Supporting Teaching & Learning or equivalent. 38 weeks per annum

Responsible to: Head Teacher, SENDCO and Assistant SENDCO

This job description is in addition to the job description of Learning Support Assistant

JOB PURPOSE

- To assist in the support of SEND students within the school by working collaboratively with the SEND team, subject teachers and support staff.
- To work with classes across the school, providing appropriate one-to-one support for individual students, or support for small groups of students as required

MAIN DUTIES AND RESPONSIBILITIES

Support & Deliver Learning – Supporting Teachers

1. Work effectively as part of the SEND team and with other teaching staff in addressing the special educational needs of students and contributing to the quality of teaching and learning.
2. Support and complement the work of other teachers by:
 - Responding to individual needs by breaking down tasks into manageable steps or personalising resources for an individual or a small group.
 - Supporting the teacher in behaviour management by re-enforcing high expectations and by following the school behaviour policy
 - Planning with teacher specific strategies and targets for individual students on a regular basis for example, in subject meetings or conversations before and during each lesson
3. Work with and act upon guidance provided by members of the SEND team, and other professionals such as Speech Therapists and Educational Psychologists if suitable and appropriate.
4. Liaise with the SEND team and class teachers regarding progress made, problems arising, and any difficulties with accessing work and/or resources.
5. Be punctual, in line with the 'door in zero' approach to allow time to speak with the class teacher and discuss lesson deployment before each period.
6. Set a good example in terms of personal presentation, attendance and punctuality.
7. Have due regard for all school policies – particularly those pertaining to safeguarding, Health and Safety, confidentiality and data protection.
8. Support members of staff in providing a safe learning environment in line with relevant Health and Safety regulations.
9. Contribute to the all-round development of students by assisting on educational visits and other activities as required.
10. Undertake the role of Key Worker with a small number of students with EHCPs.
11. Contribute to the completion of Pupil Passports as directed by the SENDCO.



Support & Deliver Learning – Supporting Students

1. Assist in the promotion of student personal development and learning (physical, emotional and behavioural).
2. Continually practise and develop understanding of a range of teaching strategies suitable for the needs of individuals or small groups and use them effectively, e.g.
 - Develop students' cognitive skills by reinforcing concepts and key terminology or discussing questions raised by students, enabling them to understand subject content and required tasks.
 - Develop students' problem-solving skills by providing opportunities for developing investigative skills and encouraging students to use a variety of information sources and to seek a range of solutions.
 - Assist in the development of skills which aid students' learning, e.g. time management.
 - Give assistance by means of prompts, suggestions and hints to enable the learner to solve the problem/complete the task.
 - Break down tasks to student level by restructuring the task into achievable steps and provide appropriate resources to enable the student to turn potential into success.
 - Encourage students to explain and understand their thought processes.
 - Encourage students to work independently when appropriate, so they take responsibility more for their own learning and develop greater self-confidence, independence and pride in their own work.
 - Enable students to become effective team members by ensuring they understand and follow the roles expected in group situations.
 - Encourage students to build on existing effective relationships in order to share ideas and opinions with peers and adults.
3. Assist in the personal and social care of the students e.g. by giving time to listen to their concerns, to enable students to feel valued and respected.
4. Assist identified students on arrival, during movement time and departure from the school.
5. Act in accordance with the school's policies and procedures, in particular those relating to SEND, Safeguarding and Disability Discrimination.
6. Liaise with parents as appropriate.

Continuing Professional Development – Personal

1. In conjunction with the line manager, to take responsibility for personal professional development, keeping up to date with research and developments in understanding and working with young people
2. To undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Attend weekly staff briefing.
4. To maintain a professional learning log and portfolio of evidence to support the Performance Management process - evaluating and improving own practice.



GENERAL RESPONSIBILITIES

1. To be aware of and work in accordance with the school's safeguarding policies and procedures and to raise any concerns relating to such procedures.
2. To be aware of and adhere to applicable rules, guidelines, regulations, legislation, policies, procedures and working practices of Maidenhill School
3. To contribute to school improvement work ensuring that student learning is central to all activities.
4. To attend staff /department meetings, training and school events as required.
5. To maintain confidentiality of information acquired while undertaking duties.
6. Communicate regularly with staff and students, making positive and constructive comments about work and student progress and keeping up to date with personal information, wider aspects of the school agenda, recreation opportunities, enjoyment and professional development.
7. To be responsible for your own continuing self-development and engage constructively with the performance management process, including any relevant training to further develop knowledge and skills to enhance own performance and support the school improvement agenda.
8. To contribute to the training and development of the workforce
9. To keep up to date with Child Protection / Safeguarding Procedures and notify the DSL or deputies of any concerns about a child.
10. To undertake any duties appropriate to the grading of this post as required, under the direction of the Head Teacher

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

Staff Signature: _____

Headteacher: _____

Date: _____



PERSON SPECIFICATION for LEARNING SUPPORT ASSISTANT

Person specification

	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Qualifications			
Good literacy and numeracy skills	✓		Application form
Minimum requirement of GCSE maths and English grade 4	✓		Application form
Teaching Assistant qualification - Level 3 Supporting in Teaching and Learning qualification or equivalent or a willingness to work towards this qualification	✓		Application form Interview
Subject Knowledge & Experience			
Basic understanding of child development	✓		Application form Interview
Experience of working with young people	✓		Application form Interview
Experience of working in a secondary school setting		✓	Application form Interview
Knowledge and understanding of common learning difficulties and their impact on a student's academic progress, emotional well-being and social development	✓		Application form Interview
Experience of working with individuals with additional learning needs including MLD, ASD, ADHD, dyslexia, dyspraxia, BESD and sensory / physical difficulties		✓	Application form Interview
Skills			
Excellent communication interpersonal skills with students, staff and Senior Leaders.	✓		Application form Interview
Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your position within them	✓		Application form Interview
Ability to take initiative	✓		Application form Interview
Effective use of equipment and resources to support learning	✓		Application form Interview
Willingness to uphold and apply school policy in relation to the promotion of positive student behaviour and attitude to learning	✓		Application form Interview

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PERSON SPECIFICATION for LEARNING SUPPORT ASSISTANT

Attitudes			
▪ Positive and energetic ▪ Reliable and hard-working ▪ Punctual ▪ Resilient ▪ Flexible ▪ Self-motivated and well-organised ▪ Enthusiasm ▪ Patience ▪ Sense of humour and fun ▪ Empathetic to the needs of others ▪ Ability to motivate students to want to learn	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		Application form Reference Interviews

Person specification

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