

Job Description

Job title: Learning Support Assistant [LSA]

Main purpose of the job:

To assist in the support and development of students with Special Educational Needs and Emotional School Based Avoidance (ESBA) within Plume Academy's Bridge provision.

Department: SEND

Location: Plume Academy

Position reports to: Assistant Head Teacher (Inclusion)

Position is responsible for: N/A

Length of contract: Fixed-Term from 3 September 2025 to 17 July 2026. Term Time Only (38 Weeks), 30 hours per week Monday to Friday 8.30am to 3.10pm, term time only.

Salary: Support Staff Pay Scale, Band 2 (Point 11-14). Actual starting salary of £15,971 (2025/26 pay awards pending)

Key Responsibilities and Accountabilities

Main Duties:

- Support individual pupils and small groups in accessing learning and emotional development opportunities within The Bridge and during outreach or reintegration sessions.
- Provide consistent, trauma-informed support to pupils experiencing high anxiety, school avoidance, or emotional dysregulation.
- Build positive, trusting relationships with pupils, encouraging engagement and regular attendance.
- Assist pupils in developing independence, resilience, and self-regulation through positive behaviour support and reinforcement.
- Support pupils with physical disabilities and assist during college and work experience placements as required.
- Escort pupils on educational visits, including local and international travel, when requested.

Implementation and Monitoring of Support Plans

- Assist with the implementation of Individual Education Plans (IEPs), risk assessments, and emotional regulation strategies.
- Work under the direction of the AHT for Inclusion of The Bridge and class teachers to adapt learning activities and resources to meet pupils' needs.
- Provide literacy, numeracy, and Social, Emotional and Mental Health (SEMH) support through both structured activities and informal engagement.
- Monitor and record pupil progress, behaviour, and attendance accurately using academy systems such as MyConcern and Arbour.
- Support pupils in reintegrating into mainstream classrooms, including facilitating lesson transitions and peer interactions.

Collaboration and Communication

- Communicate regularly with colleagues, families, and relevant professionals to provide updates, share concerns, and inform ongoing provision.

- Attend and contribute actively to team meetings, EHCP reviews, and professional development sessions.
- Maintain appropriate code of practice paperwork and contribute to the evaluation and review of individual education and support plans.

Working with the Bridge Engagement Facilitator

- Support high-quality teaching by assisting in the development of suitable programmes of support.
- Work collaboratively with teaching staff to record student progress and adapt interventions accordingly.
- Lead and work with small groups of students within lessons, following guidance from teaching staff.

General Duties

- Support and assist pupils according to their individual timetables whilst in The Bridge.
- Establish and maintain good working relationships with pupils, promoting acceptance and integration of those with SEND.
- Support identified pupils in groups or individually to develop skills that promote learning and wellbeing.
- Communicate with parents/carers about pupils' progress, where appropriate.

Skills and Competencies

- **Empathy and Emotional Intelligence:** Ability to provide trauma-informed, compassionate support to pupils with complex emotional and behavioural needs.
- **Communication:** Strong interpersonal skills to build trusting relationships with pupils, colleagues, parents/carers, and external agencies.
- **Adaptability and Initiative:** Capability to work flexibly under the direction of the AHT Inclusion and teaching staff, adapting resources and approaches to meet diverse pupil needs.
- **Teamwork:** Collaborative approach to working with colleagues across the school, including contribution to multi-agency meetings and EHCP reviews.
- **Organisational Skills:** Ability to maintain accurate records, manage multiple tasks, and monitor pupil progress using school systems such as MyConcern and Arbour.
- **Knowledge of SEND and SEMH:** Understanding of special educational needs, emotional regulation strategies, and behaviour support techniques aligned with Plume Academy's inclusive ethos.
- **Promoting Independence:** Skilled in encouraging pupils' self-esteem, independence, and resilience in line with the school's vision and values.
- **Support for Physical Needs:** Competence in supporting pupils with physical disabilities and facilitating safe participation in all school activities.
- **Commitment to Safeguarding:** Awareness of safeguarding procedures and the ability to act promptly and appropriately in line with statutory guidance.

Professional Development

Plume Academy is committed to the continuous professional growth of all staff. As a Learning Support Assistant, you will have access to a range of professional development opportunities designed to enhance your skills in supporting pupils with diverse needs, including trauma-informed practice, SEND training, and SEMH strategies. The school's strong focus on nurturing talent and fostering resilience offers a supportive environment for career progression and skills development aligned with our vision of empowering all members of our community to flourish.

Safeguarding

Safeguarding and promoting the welfare of pupils is a paramount responsibility for all staff at Plume Academy. As a Learning Support Assistant, you will:

- Work in accordance with statutory safeguarding guidance, including Keeping Children Safe in Education and the Prevent duty.
- Follow the school's safeguarding and child protection policies rigorously.
- Collaborate with the Designated Safeguarding Lead (DSL) and other relevant

professionals to promote pupils' best interests, sharing concerns promptly and appropriately.

- Maintain vigilance to identify signs of abuse, neglect, or other safeguarding issues, ensuring pupils' safety and wellbeing are central to all aspects of your work.
- Contribute to creating a safe and supportive learning environment that fosters pupils' emotional and physical wellbeing.

Supporting the academy

- Liaise and consult with other professionals supporting students
- Attend relevant in-service training sessions and faculty meetings
- To follow and uphold academy policies
- It may be a requirement at times for the post holder to take responsibility for a class of students at the changeover period between lessons

General

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- To comply with individual responsibilities, in accordance with the role, for health and safety in the workplace
- Ensure that all duties and services provided are in accordance with the academy's Equal Opportunities Policy

The Trustees are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment

Date of next review: Annually in line with the PMR process.

Person Specification - Qualifications and Experience	Essential	Desirable
Educated to Level 2 standard of education including Maths and English at minimum C grade GCSE (grade 4) or equivalent	✓	
Evidence of further professional study		✓
Good level of understanding of ICT in Microsoft packages		
High standards of achievement and professionalism	✓	
Excellent communication skills both written and oral and the ability to communicate effectively with students and staff	✓	
Experience of successfully managing whole academy issues and initiatives	✓	
Experience of managing staff and students to resolve conflict	✓	
Experience of responsibility in a pastoral area		✓
Knowledge, Skills and Abilities	Essential	Desirable
Thinking creatively to anticipate and solve problems	✓	
Organisational and planning skills including prioritisation of tasks	✓	
Demonstrates outstanding leadership traits and is comfortable as a team player	✓	
Ability to work as part of a team and on own initiative and with resilience	✓	
Ability to utilise data effectively to monitor progress and evaluate performance	✓	
Staying calm and cheerful when working under pressure	✓	
Has the knowledge, understanding and experience of additional support and outside agencies to assist in meeting pupils needs	✓	
Sharing and contributing to the aims and ethos of Plume Academy including a positive attitude to working with people with disabilities	✓	
Commitment to the personal development of all students, staff and self	✓	
Knowledge and understanding of safeguarding issues	✓	
Ability to involve parents/carers, teachers, pupils, and other stakeholders constructively in assisting with pupil needs	✓	
Personal Qualities	Essential	Desirable
Treats people fairly, equitably and with respect to maintaining positive working relationships	✓	
Ability to maintain trust and be highly respected by staff	✓	
Has high expectations and shows a passionate commitment to developing the best in young people	✓	
A creative and imaginative thinker who has the ability to identify innovative solutions to problems		✓
High level of communication skills both written and verbal and ability to address a range of audiences	✓	
Commitment to safe-guarding and promoting the welfare of young people	✓	
Flexible and adaptable	✓	

Date of next review: Annually in line with the PMR process.