



JOB DESCRIPTION

Job Description: Learning Support Assistant (with Pastoral Focus)

Responsible to:

Headteacher

Liaison with:

- Teaching Staff
- Care Officers
- Ancillary Staff
- Therapeutic and Pastoral Teams
- External Agencies (as appropriate)

Main Responsibilities

1. To work as part of a multidisciplinary team, promoting the wellbeing, safety, and personal development of pupils in accordance with the school's pastoral and educational policies.
2. To develop and maintain strong, trusting relationships with pupils, acting as a positive adult role model and consistent support figure.
3. To work with individual pupils or small groups on planned programmes that promote emotional regulation, resilience, self-esteem, and social skills alongside academic progress.
4. To contribute to the creation of a calm, nurturing, and structured environment in which children feel safe, valued, and understood.
5. To assist teaching staff with lesson preparation and resource organisation to ensure inclusive and engaging learning experiences.
6. To be familiar with and contribute to the delivery of ILPs, behaviour support plans, and pastoral support plans.
7. To take an active role in supervising children at key transition points including arrival, break, lunch, and home time, ensuring a positive and safe experience throughout the school day.



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8. To assist with the display and celebration of pupils' work and achievements, fostering pride and a sense of belonging.
9. To attend meetings relating to individual pupil needs and/or school operations and contribute observations where appropriate.
10. To maintain accurate records of observations and pupil interactions in line with safeguarding and school policies.
11. To participate in whole school training, CPD days, and reflective practice to enhance your professional development and understanding of SEMH needs.
12. To support class-based and whole-school pastoral initiatives such as Zones of Regulation, morning check-ins, and key adult time.
13. To perform any other duties reasonably required by the Headteacher or their appointed Deputy.

Specific Responsibilities

1. To work with the class teacher and key worker to deliver both educational content and therapeutic/pastoral interventions.
2. To supervise and support pupils in a range of settings including the classroom, outdoor learning spaces, off-site trips, and therapeutic sessions.
3. To respond flexibly to the daily needs of the pupils and the school, adapting your support based on emotional presentation, readiness to learn, and wellbeing.
4. To accompany and, where appropriate, transport children to activities or appointments as part of a planned support package.
5. To uphold the school's values of **Love, Joy, Hope, and Belonging** in every interaction with pupils and colleagues.
6. To maintain strict confidentiality and professionalism in all matters relating to pupils, families, and school operations.

Wells Park School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

This job description is not contractual and may be amended to reflect the evolving needs of the school.



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SPECIAL NEEDS LEARNING SUPPORT ASSISTANT CRITERIA FOR SELECTION

Category	Essential	Desirable
Relevant Experience	<ul style="list-style-type: none"> Experience working with children and young people in educational, pastoral, or care settings Experience in public-facing roles that demonstrate emotional intelligence and relationship-building (e.g. social care, youth work, hospitality, healthcare) 	<ul style="list-style-type: none"> Experience supporting children with Special Educational Needs, particularly those with SEMH, Autism, or Moderate Learning Difficulties Previous experience as a Learning Support Assistant, Pastoral Support Worker or similar Experience supporting emotional regulation, behaviour, or social skills development
Qualifications / Training / Education	<ul style="list-style-type: none"> Good standard of education, particularly in English and Maths Willingness to undertake relevant professional development and training 	<ul style="list-style-type: none"> GCSE (or equivalent) in English and Maths Training in trauma-informed approaches, restorative practice, or behaviour support (e.g. PRICE, TPP)
Skills and Abilities	<ul style="list-style-type: none"> Excellent verbal and written communication, including ability to connect with pupils through clear and empathetic language Ability to respond calmly, compassionately, and consistently to pupils in emotional crisis or distress Ability to form strong, appropriate relationships with children, and act as a positive role model Strong time management and organisational skills Willingness to work collaboratively within a multidisciplinary team Commitment to maintaining confidentiality in all school matters Capacity to engage pupils in meaningful 1:1 or small-group interventions that support both academic and emotional growth 	<ul style="list-style-type: none"> Experience delivering structured interventions and/or contributing to behaviour/pastoral plans Confidence in supporting pupils using non-verbal or alternative communication methods A full UK driving licence and willingness to transport children as part of school programmes
General and Specific Knowledge	<ul style="list-style-type: none"> Understanding of the needs of pupils with SEMH, ASD, or learning difficulties Awareness of how trauma and attachment impact learning and behaviour Commitment to inclusive and equitable practice Basic awareness of how to support literacy, numeracy, and life skills Ability to learn and use a range of de-escalation and behaviour management strategies 	<ul style="list-style-type: none"> Understanding of attachment theory and social pedagogy Experience using technology to support learning (e.g. iPads, laptops, assistive software) Knowledge of Zones of Regulation or other emotional regulation frameworks
Safeguarding	<ul style="list-style-type: none"> Strong commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults Willingness to undertake safeguarding training and adhere to school policies and procedures 	<ul style="list-style-type: none"> Understanding of safeguarding principles at Level 2 or above Previous experience recording safeguarding concerns or following reporting procedures

Working pattern:

Monday 8.30 a.m. - 5.00 p.m. - 8 hrs 30 mins - 30 mins lunch = 8 hrs
Tuesday 8.30 a.m. - 4.30 p.m. - 8 hrs 00 mins - 30 mins lunch = 7 ½ hrs
Wednesday 8.30 a.m. - 4.30 p.m. - 8 hrs 00 mins - 30 mins lunch = 7 ½ hrs
Thursday 8.30 a.m. - 5.00 p.m. - 8 hrs 30 mins - 30 mins lunch = 8 hrs
Friday 8.30 a.m. - 3.00 p.m. - 6 hrs 30 mins - 30 mins lunch = 6 hrs

Total - 37hrs