



Learning together

JOB DESCRIPTION

Learning Support Assistant (LSA)

Grade: London Borough of Redbridge – LBR Grade 3 (Scale Points 5 with Outer London Weighting where applicable)

Hours / Weeks: 30 hours pw

Contract Type: Permanent / Fixed term

Location: Oakdale Junior School

Responsible to: Class Teacher; Assistant Headteacher (Inclusion Lead); Head of School

Role Purpose

- To support pupils' learning, development, and wellbeing within a mainstream classroom, ensuring all children can access high-quality teaching, participate fully in learning, make progress and develop independence.
- The Learning Support Assistant works under the instruction and guidance of teaching and senior staff, primarily the class teacher, to provide focused support for pupils, including those with special educational needs and/or additional needs. The role contributes to a nurturing and inclusive learning environment while maintaining high expectations for all pupils.
- In line with evidence-based guidance, this role is designed to supplement and not replace teacher-led instruction, ensuring that responsibility for teaching, assessment, and pupil progress remains with qualified teaching staff.

Professional Framework

- Education Endowment Foundation (EEF): Deployment of Teaching Assistants (2025)
- Ofsted Education Inspection Framework (EIF) (from November 2025)
- SEND Code of Practice (DfE, 2015)
- Keeping Children Safe in Education (2025)
- Early Years Foundation Stage Framework (2025)
- London Borough of Redbridge terms and conditions
- School policies, values, and procedures

Main Duties and Responsibilities

1. Supporting Teaching and Learning

- Support pupils individually or in small groups to access learning planned and delivered by the class teacher.
- Reinforce lesson objectives through modelling, explanation, questioning and guided practice.
- Encourage pupils to engage actively with learning tasks, attempt work independently, and use agreed strategies and resources.
- Support the development of early literacy, numeracy, language, communication and social skills as appropriate.
- Maintain high expectations for pupil behaviour, engagement and achievement.
- Ensure support enables access to learning without reducing pupils' exposure to teacher-led instruction.

2. Supporting Pupils with SEND and Additional Needs

- Provide support for pupils with special educational needs and disabilities (SEND), EHCPs and additional learning or emotional needs.
- Work closely with the class teacher and Assistant Headteacher (Inclusion Lead) to support individual targets and provision plans.
- Contribute to the graduated approach (assess-plan-do-review).
- Provide observations and feedback to inform monitoring and review of progress.
- Promote inclusion by enabling pupils to participate in whole-class learning wherever possible.



3. Personal Care and Medical Needs *Learning together*

- Provide support with personal care needs, including toileting, dressing, and hygiene, where required, ensuring pupils' dignity, privacy and wellbeing.
- Support pupils with medical needs in accordance with individual healthcare plans, risk assessments, and school policies.
- Administer medication or carry out medical procedures only where appropriate training has been completed and in line with school procedures.
- Monitor pupils' health and wellbeing and report any concerns promptly to the class teacher, Assistant Head (Inclusion Lead) or designated safeguarding lead (including deputies)

4. Developing Independence

- Provide scaffolded support when appropriate to enable pupils to engage successfully with learning.
- Develop pupils' confidence and resilience by having high expectations for independence and increasing or reducing support as appropriate.
- Encourage pupils to think, try and problem-solve for themselves.
- Support the development of self-regulation and positive learning behaviours.

5. Targeted Interventions and Structured Support

- Deliver structured, evidence-informed time-limited interventions as directed by the class teacher or Assistant Headteacher (Inclusion Lead).
- Follow agreed programmes and guidance to ensure consistency and effectiveness.
- Keep brief records of attendance, engagement and progress.
- Provide feedback to inform review and future provision.

6. Preparation, Teamwork and Communication

- Work collaboratively with teachers to understand lesson objectives, success criteria and the agreed role of adult support.
- Attend planning, meetings and feedback sessions as required.
- Prepare learning resources under the direction of the teacher.
- Communicate effectively and professionally with colleagues.
- Share information appropriately and maintain confidentiality at all times.

7. Behaviour, Wellbeing and Pastoral Support

- Support pupils' emotional wellbeing and personal development.
- Promote positive behaviour and self-regulation in line with school policy.
- Model positive relationships, kindness, and respect.
- Support pupils during transitions, playtimes and lunchtimes as required.
- Encourage positive social interaction and communication.

8. Safeguarding and Health & Safety

- Safeguard and promote the welfare of children at all times.
- Follow school safeguarding procedures and report concerns immediately to the Designated Safeguarding Lead (and deputies).
- Maintain appropriate professional boundaries.
- Support hygiene, first aid and health and safety procedures in line with school policy.

9. Professional Responsibilities

- Support the ethos, values and aims of the school.
- Participate in training, staff meetings, supervision and appraisal.
- Reflect on practice and engage in continuous professional development.
- Undertake any other reasonable duties as directed by the Head of School and Executive Head.