



APPLICATION PACK

LEARNING SUPPORT ASSISTANT

TWO POSITIONS AVAILABLE

For September 2026 or Immediate Start

TEMPORARY UP TO AUGUST 2027

HOW TO APPLY

Applications are welcome from both internal and external candidates but the working hours are not flexible and must suit the needs of the school for this important role.

Application packs and further information is available on our website (www.jstc.org.uk/about-us/vacancies).

Prospective candidates are encouraged to visit the school; please contact the Main office on 01507 462443 or email office@jstc.org.uk to arrange an appointment.

Completed applications should be emailed to office@jstc.org.uk or can be posted to the school.

Applications must be received by: 9.00 a.m. on Tuesday 5 May 2026.

Interview date – to be confirmed

JSTC is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts will be subject to an enhanced DBS disclosure, medical and reference checks. All pre-employment checks, undertaken are in line with Keeping Children Safe in Education.

JOB DESCRIPTION

Learning Support Assistant (Temporary until August 2027)

Line managed by: SENDCO

Salary Range: Grade 3 Points 6-9 £24,796-£25,989 FTE (£21,267-£22,291 pro rata)

Actual Starting Salary: £21,267 per annum (based on Grade 3 Point 6)

Working Hours: 32.5 hours per week, 39 weeks per year
(working pattern 8.45 am to 3.45 pm (less 30 minutes unpaid lunch))

Main Purpose

To provide learning and care support for students with special educational needs (SEN) to help work towards the outcomes on their education and health care plan (EHCP). This will involve working with the teacher to plan and deliver activities and supporting the students with routines, transitions and behaviour management.

Duties and responsibilities – supporting the students

- Build a positive relationship with the students, promoting high self-esteem, independence and social inclusion.
- Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention.
- Assist with the development and delivery of individual education, support and care plans.
- Support the students with their social, emotional and mental health needs, escalating concerns where appropriate.

Teaching and Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase the students' achievements.
- Contribute to the planning of differentiated learning activities for individuals, delivering activities inside or outside the classroom.
- Support the teaching of a broad and balanced curriculum aimed at helping students achieve their full potential in all areas of learning.
- Promote, support and facilitate inclusion by encouraging participation of students in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.
- Use ICT skills to advance students learning.

- Through observations, provide regular feedback to teachers on students progress, attainment and barriers to learning.
- Monitor, record and report on progress and attainment.
- Read and understand lesson plans shared prior to lessons, if available.

Working with staff, parents/carers and relevant professionals

- Share knowledge and understanding of students with other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- Communicate effectively with other staff members, students and parents and carers.
- Keep other professionals accurately informed about performance, progress and any areas of concern.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues including specialist advisory teachers.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Develop effective professional relationships with colleagues.

Professional development

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent and JSTC Safeguarding and Child Protection Policies)
- Promote the Safeguarding of all students in the school

Please note: this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher, SENDCO or Line Manager.

PERSON SPECIFICATION

It is expected that the person appointed will have the following qualifications, experiences, knowledge/skills and personal qualities and/or special requirements for the post.

1. Qualifications

- GCSE or equivalent level, including at least a Grade 4 (including Grade C) in English and Maths (desirable)

2. Experience

- Experience working in a school environment or other educational setting
- Experience working with children/young people with special educational needs (SEN)
- Experience planning and delivering learning activities

3. Skills & Knowledge

- Good literacy and numeracy skills
- Good organisational skills
- Ability to build effective working relationships with students and adults
- Skills and expertise in understanding the needs of all students
- Knowledge of how to help adapt and deliver support to meet individual needs
- Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and students
- Excellent verbal communication skills
- Ability to work as part of a team and to be flexible in their approach to daily routines
- Active listening skills
- The ability to remain calm in stressful situations
- Knowledge of guidance and requirements around safeguarding children
- Good ICT skills, particularly in using ICT to support learning

4. Personal Qualities

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with students
- A commitment to getting the best outcomes for all students and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding student wellbeing and equality
- Resilient, positive, forward looking and enthusiastic about making a difference
- Capacity to inspire, motivate and challenge children and young people

JSTC is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

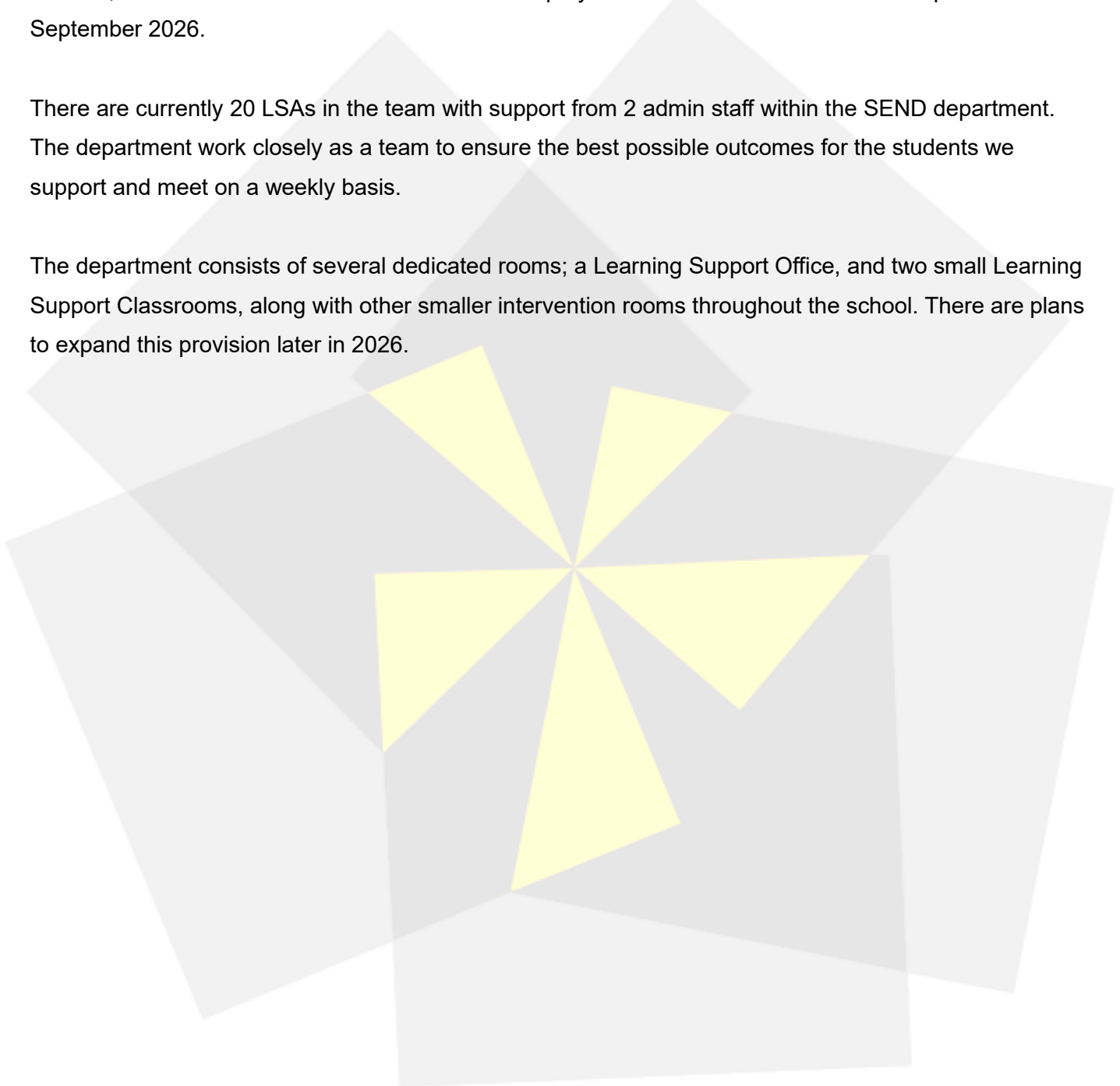
DEPARTMENT INFORMATION

Department – Special Educational Needs

The SEND department forms an integral part of John Spendluffe. The Department is led by Pippa Forman, the SENCO with Lizzie Arrowsmith the Deputy SENDCO due to take over the department from September 2026.

There are currently 20 LSAs in the team with support from 2 admin staff within the SEND department. The department work closely as a team to ensure the best possible outcomes for the students we support and meet on a weekly basis.

The department consists of several dedicated rooms; a Learning Support Office, and two small Learning Support Classrooms, along with other smaller intervention rooms throughout the school. There are plans to expand this provision later in 2026.



APPLICATION PACK

John Spendluffe Technology College Overview

JSTC is a non-selective 11-16 co-educational school in a selective area. We are a popular and over-subscribed school of around 630 students. Despite being a secondary modern school we have the full ability range of students, including gifted and talented. We are proud of the work that we do with our young people to enable them to challenge themselves academically and reach the highest of aspirations. At our most recent Ofsted inspection we were rated as 'Good' in all areas. We are very proud of our achievements; we will continue to develop and provide the best possible education for our young people. We are a single academy trust but have developed strong networks and links with a range of partner and other schools locally and throughout the county.

An Attractive Location

JSTC is situated in the small, quaint, rural market town of Alford on the edge of the Lincolnshire Wolds, an Area of Outstanding Natural Beauty (AONB). Lincolnshire is a large county with a variety of beautiful landscapes: flat fens, coastal marshes, clay vales and the rolling uplands of the Wolds, attracting an abundance of wild flora and fauna. Morning drives across the stunning and tranquil Wolds frequently creates wonderful memories and conversation with colleagues. The school is well placed and at the centre of the community of Alford with good road links to major urban centres in the East Midlands. Housing is extremely low priced compared to other areas of the UK and new build developments are enhancing the housing choices available in the region.

The School Site

The school site has been enhanced in recent years to include two new classroom builds, a refurbished Humanities teaching block, a remodelled, modern canteen, and refurbishment of the original, attractive 1930s building. Car Park facilities on site are free. The school has its own all-weather pitch, sports hall and gym facilities which are all available for staff and community use.

Ethos and Values

Supporting our students and their families to achieve the highest possible aspirations to a bright future lies at the heart of our daily work in school. High quality, extensive pastoral provision enables us to fulfil this mission. Our aim is to empower our students to become '*resilient, respectful and responsible*' in readiness for the next step of their educational journey. We are committed to serving each other, the students, and the wider community.

Our Students

Our students are our best ambassadors. They come from a wide rural and coastal area, with the majority travelling by bus to school. Many students are not confident about their talents and abilities when they first arrive but through the hard work of our staff, we enable our students to develop and thrive into young adulthood. Students take part in a range of activities in and out of the classroom and visitors are frequently impressed with their courtesy, and the pride that they have in their school. Our students behave well and want to learn. Some students find academic work difficult and our experienced SEND team work hard to ensure that students have an appropriate curriculum and personal support. JSTC offers its students excellent opportunities to develop skills for life as well as academic qualifications. We want all of our students to develop into caring, active citizens.

JSTC has a strong coaching culture; a wide range of staff coach KS4 students to help them improve their resilience, independence, and self-efficacy.

Committed and Friendly Staff

Our dedicated staff believe passionately in improving outcomes for all students and this can be seen in the positive relationships with each other and in the classroom. Staff are happy to teach at JSTC and want to stay. There is a low turnover of staff each year as we believe in providing opportunities for career progression at JSTC.

Staff Wellbeing

Working in a school can be demanding and we therefore ensure that staff wellbeing is at the core of our development. The school has a highly supportive ethos with respect to both staff and student wellbeing. The Wellbeing Learning Community is an active forum of different staff who engage in evidence-based practice to promote good mental health and wellbeing for students and staff.

Our Education Support Employee Assistance Programme provides impartial, confidential support and general advice on wellbeing, workload, and work-life balance. This EAP can provide fast-track counselling, financial and debt advice and legal support. Extra coaching support is available to leaders and line managers. In school, trained Mental Health First Aiders can support staff for a range of feelings such as low morale, loss and bereavement, isolation, fear, stress and anxiety. This is fully funded from the school for all of our employees.

Staff enjoy engaging in social activities outside of school – particularly at the end of terms. There is sport to get involved in, such as football, netball and running; there are creative activities involving art and cooking too.

New Staff Induction

You will be warmly welcomed into our friendly school and supported in all areas of your practice so that you can enjoy and feel confident in your role. JSTC offers a comprehensive and personalised induction training programme to all new staff. The New Staff Induction Team support all staff who are new to our school or their role, or returning after absence, regardless of their position. Staff are fully supported through a series of live and recorded training sessions.

Professional Development

The Governors, Headteacher and Senior Leaders remain committed to recruiting high quality staff to the school. Staff professional development and career progression are an important part the school's caring culture.

JSTC is committed to providing staff with opportunities to access nationally recognised professional development qualifications. We want our staff to enjoy their roles, develop their professional practice and flourish in their careers.

