



SHENFIELD HIGH SCHOOL

LEARNING SUPPORT ASSISTANT
OCTOBER 2025

Information for candidates

LEARNING SUPPORT ASSISTANT

Required October 2025

The role

We are seeking a dedicated and compassionate Learning Support Assistant to join our team and provide one-to-one support for pupils with special educational needs (SEN). The successful candidate will play a vital role in helping students work towards the outcomes set out in their Education, Health and Care Plans (EHCPs), ensuring they have the support needed to succeed in school.

In this role, you will work closely with the pupil's teacher(s) to plan and deliver tailored activities, provide learning and care support, and assist with routines, transitions, and behaviour management. You will contribute to creating an inclusive and supportive learning environment where the pupil can thrive both academically and socially.

The ideal candidate will be patient, adaptable, and motivated to make a difference in the lives of young people with additional needs.

Our School

Shenfield High School is a standalone 11-18 Academy with a comprehensive ethos and commitment to high academic standards supported by a significant investment in pastoral care and wellbeing.

The school is conveniently located close to Shenfield mainline station on the line into London Liverpool Street and home to the eastern terminus of the new cross rail Elizabeth Line. The school's location attracts outer fringe London allowance.

We can offer you:

- Outer Fringe allowance
- A 'Golden Hello' if you are a direct applicant to the school
- Continuous CPD programme including NPQs and National College qualifications
- Employee Assistance programme
- 24-hour access to a GP

We can also offer you:

- Supportive onboarding
- An all-inclusive and diverse organisation
- A chance to be part of the school's drive to increase and support student engagement
- Discounted childcare during half-terms
- On-site parking

If you would like an informal discussion about this position and/or a pre-application visit please contact recruitment@shenfield.essex.sch.uk

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. This appointment is subject to an enhanced disclosure check and positive references.

Job details

Start date: October 2025

Salary: Scale 5, point 9 – 15. Plus fringe allowance £706.

- *Full-time equivalent: £27, 115 - £28, 417 including fringe*
- *Pro-rata'd salary: £21, 989 - £23, 045 including fringe allowance.*

Working Hours / Weeks: Monday – Friday

- Term time only + Inset Days (38 + 1 weeks)
- 35 hours per week

Contract type: Permanent

CLOSING DATE: 30th September 2025

Interviews:

Please apply using the application form and a cover letter that outlines how your experience and skills fulfils the job description and person specification; CVs are also welcome in the first instance.

Application forms found on the school website - www.shenfield.essex.sch.uk.

Please Note - Applications will be assessed upon receipt and we reserve the right to interview and appoint prior to the closing date. Early applications are therefore strongly advised. References will be requested prior to interview.

Shenfield High School is committed to creating a diverse workforce. We'll 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.

JOB DESCRIPTION: LEARNING SUPPORT ASSISTANT

Reporting to: SENCo Team Leader & SLT Link

Overall Purpose of Post

Under the direction of the SENCo the position holder will support the SEND department to provide and maintain comprehensive administrative support to the SEN processes and systems – updating data on the systems and taking responsibility for setting up meetings as needed.

Main purpose

- Supervise and provide particular 1:1 support for pupils, including those with special needs, ensuring safety and access to learning activities.
- Assist with the development and implementation of Individual One Plans/Behaviour Plans, Risk Assessments, Consistent Management Plans for a designated group/form.
- Establish therapeutic relationships with students and interact with them according to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by teachers.
- To promote independence and employ strategies to recognise and reward achievement and self-reliance.
- Set challenging and demanding expectations to promote positive values, attitudes and good pupil behaviour, dealing promptly with conflicts and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- To help students develop resilience and independence, both learning in lessons and forming positive relationships with peers and staff.
- Provide feedback to students in relation to progress and achievement under the guidance of teachers.
- To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.
- To provide support in the delivery of specialist interventions including physiotherapy, taking a lead where appropriate.
- To sustain an active engagement with families of designated students to help them explore issues and make changes in areas that may be affecting their child's learning and development. This may involve home visits.
- To track the progress of students with Social, Emotional and Mental Health needs using the available data and monitor the impact of interventions, sharing this with the SENCo and other relevant professionals.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Learning Support Assistant will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> English and Maths at GCSE grade C / 4 or equivalent <p><i>Desirable</i></p> <ul style="list-style-type: none"> <i>Educated to Level 3 and beyond</i> <i>First Aid Trained</i> <i>L2 safeguarding</i>
Experience	<ul style="list-style-type: none"> Experience of working with children within a secondary school setting Experience of working with SEND children Accurate written communication skills, including proof-reading <p><i>Desirable.</i></p> <ul style="list-style-type: none"> <i>Experience of working with young people with Social, Emotional and Mental Health difficulties and/or challenging behavior</i> <i>Experience of working with students with a range of Special Educational Needs such as ADHD and ASD.Administration involved in EHCPs</i>
Skills and knowledge	<ul style="list-style-type: none"> Knowledge and understanding the SEND Code of Practice Effective and professional communication skills with the ability to engage young people. An ability to understand the principles of learning processes and in particular barriers to learning. The ability to recognise and be sensitive to the individual needs of students Ability to uphold and promote the ethos and values of the school Commitment to safeguarding and equality A commitment to getting the best outcomes for all students and promoting the ethos and values of the school Ability to work under pressure and prioritise effectively Maintain confidentiality at all times Flexible and adaptable <p><i>Desirable</i></p> <ul style="list-style-type: none"> <i>Confident in the use of ICT as an educational engagement tool and in the tracking and reporting of student progress.</i> <i>Evidence of professional development relevant to the post</i>
Personal qualities	<ul style="list-style-type: none"> Positive values and attitudes and adopt high standards of behaviour in a professional role. A commitment to equal opportunities and inclusion

ABOUT US

Shenfield High School is a standalone 11-18 Academy with a comprehensive ethos and a commitment to high academic standards supported by a significant investment in pastoral care and wellbeing.

We offer a broad and rich curriculum from years 7 to 13 with a full commitment to the traditional academic, creative and the physical. Our reputation for sport, both elite and recreational and for our creative arts is second to none for a state comprehensive school. Through the efforts of our highly engaged staff the curriculum runs strongly through into the extracurricular with clubs and activities offered in all areas.



The whole school community has devoted significant time in the past two years revisiting the school values and the House System.



SHENFIELD
HIGH SCHOOL

RESPECTFUL
RESPONSIBLE
READY

Student Leadership is no more evident than in our Combined Cadet Force (CCF). Our contingent is affiliated with the Royal Anglian Regiment and is the largest school contingent in the country outside of fee-paying schools.



SUPPORT

Our greatest asset is our staff, 'Team Shenners'. Our teaching staff are very experienced and committed to Shenfield High School and they are complimented by a group of newer entrants to the profession who bring fresh ideas and energy to the school. The teaching team works hand in hand with the highly qualified and experienced support staff who are integral to the daily functioning of the school.

At Shenfield High School we recognise that starting at a new school whether a new entrant to the profession or more experienced can feel daunting and comes with added pressure. The evaluation extract below highlights some of the key actions taken this year in support of staff wellbeing.

Shenfield High School is a strong community of staff, students, and their parents. Parents are very supportive of the school and recognise the uniqueness of some of the opportunities their children are afforded by attending the school.

As a standalone academy it is our governing body that works in partnership with the Headteacher and senior team in setting the strategic direction of the school. Our governors come from a variety of backgrounds and professions and are very supportive of the school. On the following page you can find an overview of our strategic framework that highlights our key focus areas for the years ahead.

THE APPLICATION PROCESS

The best way to find out about our school is to visit our website and come for a guided tour of the site.

If you are interested in a tour, contact the Headteacher's PA, Mrs Watson c.watson@shenfield.essex.sch.uk

- Please visit our website for an application form [Job Vacancies - Shenfield High](#) or email recruitment@shenfield.essex.sch.uk.
- In the personal statement please give your reasons for applying for this post and say why you believe you are suitable for the position. Please take note of the person specification and keep your statement to no more than two sides of A4.
- CVs are welcome in the first instance

Interviews are a two-way process, please ask as many questions as you have and make sure you feel this is the school for you.

If your interest in our school has been piqued by anything you have read here then we would love to hear from you.

We wish you well in your search.

Jamie Rigg
Acting Headteacher



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