



# HOWE GREEN HOUSE

## BISHOP'S STORTFORD

### LSA – 1:1 support



#### Part Time

**Start date – September 2026**

**3 days per week - 8:30am to 1:30pm**

Applications will be reviewed on receipt, and interviews may be conducted throughout the advertising period. We therefore encourage early applications, as we reserve the right to appoint a suitable candidate before the closing date.

*Howe Green House is committed to the protection and safety of its pupils and follows safer recruitment practice. If called for interview, applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. You will need to bring your driving licence, passport or other photographic ID and original examination documents or certificates for verification. The interview will also assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.*

*Howe Green House School is fully committed to the principles of equality, diversity and inclusivity in its recruitment of teaching and support staff.*

## Howe Green House School



Howe Green House School is a unique environment where children are encouraged, supported and challenged to find their love of learning and stimulate their curiosity of the world.

Our small class sizes and outstanding wellbeing and pastoral care ensures children are not only known individually, but are truly understood and celebrated. The Howe Green House family is a remarkable and dedicated one, and the positivity, kindness and support between each member truly extends outside the school gates.

The children at Howe Green House are immersed in an incredible range of opportunities and are encouraged to try everything on a journey of self-discovery to find their passions – developing resilience and confidence along the way.

Our educational experience starts in Little Oaks Nursery, where the children explore their world and build their knowledge and understanding. These learning connections are then strengthened through the pre-prep and prep school where the wide curriculum allows them to develop their learning skills to be collaborators, problem solvers and decision makers. The children are able to move on to their senior schools of choice with great success and confidence.



## JOB DESCRIPTION

**LSA – 1:1 support**

We are seeking to employ a Learning Support Assistant to work on a 1:1 basis with a child in Year 1. The role will include supporting a child's learning as directed by the class teacher to ensure that they can access their learning to their full potential in a positive, safe and caring learning environment.


Qualifications in learning support or special educational needs and disabilities (SEND) are highly desirable, particularly expertise in speech and language development. Equally important is a positive, proactive and child-centred approach, with a willingness to build strong professional relationships with the child, their family and colleagues, work collaboratively as part of a team, and demonstrate initiative, flexibility, adaptability and a 'can do' attitude in meeting the child's evolving needs. The successful candidate will be respectful of and responsive to the views of parents, the class teacher and the SENCo, recognising the importance of consistency, partnership and open communication in supporting the child effectively.

### **Responsibilities of the post:**

The Learning Support Assistant's (LSA) main role is to provide 1:1 support for a child. The LSA will ensure that the pupil can integrate as fully as possible in the activities generally undertaken by the other children in the class, and that they are given every opportunity to make progress at a level that is reasonably expected for them. Duties will include running specific programmes and activities to assist the pupil's individual learning and social needs. Aspects of the 1:1 work will likely take place in a separate room outside of the year 1 classroom. The role will also include providing 1:1 support at lunchtime.

#### **Supporting pupils**

- To provide learning support in a 1:1 situation.
- To develop knowledge of the particular needs of the child and implement guidance and support strategies as recommended by the class teacher, SENCo, and external professional advice too. To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
- To make or modify resources as suggested and advised by the class teacher, SENCo, and external professionals e.g. speech and language therapist and occupational therapist.
- Assist with the organisation of the learning environment.
- Maintain accurate records of the pupil
- To deliver targeted interventions and support programmes as directed by the class teacher, SENCo and external professionals, including speech and language and communication-based activities.
- To support the child to develop independence, confidence and self-help skills, encouraging increasing autonomy where appropriate.
- To implement agreed strategies to support the child's emotional regulation, attention and engagement in learning.
- To observe, monitor and record the child's progress, engagement and responses to support, so that feedback and records are available when requested.
- To contribute to the implementation and review of individual targets and support plans. This will include attending meetings with the class teacher and/or SENCo when requested and also preparing evidence-based documents ahead of meetings or requests for supporting evidence.

- To support the child during transitions throughout the school day and between learning environments.
  - To work collaboratively with parents, where appropriate and directed by the class teacher or SENCo, to ensure consistency of approach between home and school.
  - To support the child with personal care needs, where required, in accordance with school policies, risk assessments and appropriate training.
  - To organise and maintain an inclusive learning environment across the whole school environment.
  - Provide positive reinforcements, praise and rewards to pupils.
  - Facilitate inclusion in small group activities with peers and support interaction between them.
  - To attend in training and relevant meetings relevant to the post in order to keep up to date with developments and best practice.
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## REQUIREMENTS

	<b>Requirements</b>	<b>Essential / Desirable</b>
<b>Education / Qualifications and Training</b>	Have GCSE, 'O' Level or equivalent qualifications in Maths and English.	Essential
	Have NVQ2 or equivalent as recognised by the National Occupational Standards for Supporting Teaching and Learning (NOS-STL).	Desirable
	Hold QTS or be a HLTA.	Desirable
	Manual handling	Desirable
<b>Skills and Experience</b>	Have experience of the EYFS curriculum.	Essential
	Have an interest in how children learn and behave.	Essential
	Carry out tasks and responsibilities under the direction of the SENCo, Class Teacher, or Head Teacher.	Essential
	Plan and prioritise tasks and work under the pressure of a busy, inclusive primary school.	Essential
	Have training in aspects of SEN, i.e. Speech and Language.	Desirable
	Be computer literate.	Essential
	Have a working knowledge on school information systems, such as Tapestry, CPOMS and Insight.	Desirable
<b>Person Specification</b>	Respect and maintain confidentiality but have regard to the safe guarding protocols of information sharing where necessary.	Essential

	Use initiative and be able to prioritise tasks.	Essential
	Have a positive, proactive 'can do' approach to all tasks, while seeking guidance and support when needed in a constructive and solution-focused way.	Essential
	Demonstrate flexibility and adaptability, recognising these as key aspects of the role, and be willing to adjust priorities, strategies and approaches as required to meet the potentially changing needs of the child.	Essential
	Be physically capable of supporting the child's needs, including manual handling activities where appropriate and following appropriate training (training will be given).	Essential