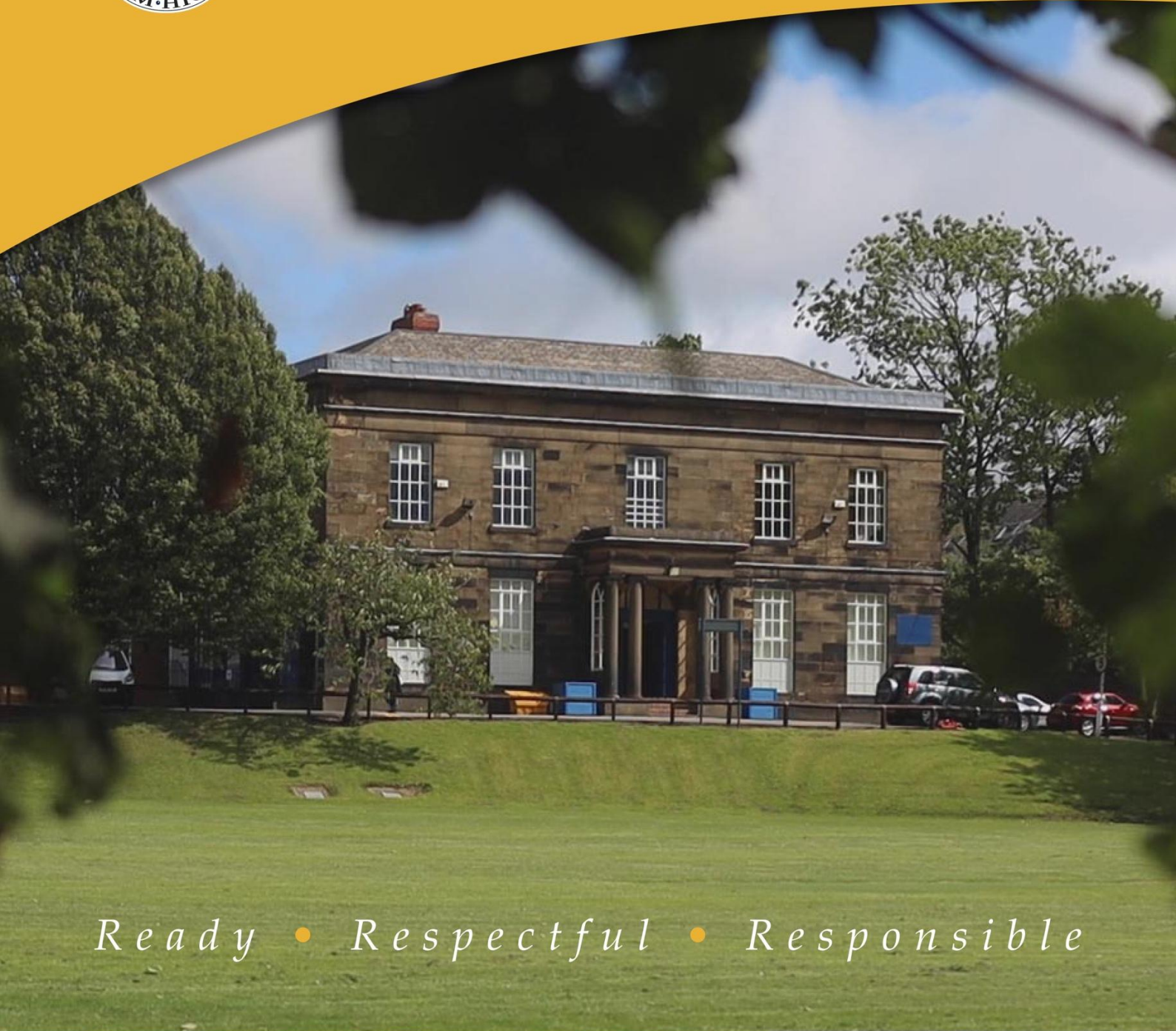




West Hill School

Aiming High Since 1927



Ready • Respectful • Responsible





Learning Support Assistant - Level 3 For September 2026

Grade E - Point 11 – 16 – Full Time Equivalent for 36 hours per week £28,142 - £30,518

Actual Hours: 36.00 Hrs Per Week, Term Time Only:

Actual Annual Salary - £23,916 - £25,935

We are currently recruiting for a dynamic and enthusiastic individual for the post of Learning Support Assistant. You will be supporting our students with SEND both in and out of the classroom to make good progress and to become independent learners. This role will involve classroom support, targeted 1:1 and small group intervention, and supporting students with SEND to develop independence and achieve positive outcomes both in and out of the classroom. Core subjects will be a specific focus.

The team you will be part of shares a strong commitment to raising student aspirations through forward thinking and innovative support. An ethos of excellence is embedded in the department through the development of strong student and department relationships.

The successful candidate will possess excellent communication skills and an ability to develop positive relationships with students, staff and parents. You will have good presentation and organisational skills and be able to work independently and show initiative.

If you think you have the experience and skills we are looking for we would like to hear from you. Applicants wishing to have an informal discussion/tour of the school please contact the schools SENDCo at admin@westhillschool.co.uk.

To find out more about us please visit the school website www.westhillschool.co.uk.

Applications should be emailed in to recruitment@westhillschool.co.uk. Please ensure that applications are clearly marked for the post you are applying for.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

Shortlisted candidates may be subject to online searches as part of pre recruitment checks.

Closing Date for applications: Monday 29th June 2026 at 5pm

Interviews to be held Wednesday 1st July 2026



A message from the Headteacher

Firstly, thank you for your expression of interest in our school. I hope, like my first visit to the school, you are struck by its heritage, its calm and warm welcome and the sense that our students live our values of Respect, Responsibility and Readiness. As the Headteacher from September 2023, I am impressed with the welcome that the staff, students and community have afforded me, one we hope you get to experience too.

As a school, we serve the needs of our local community and wish to remain integral in supporting the future planning of Stalybridge. We have a beautiful school site, and our grounds could be mistaken for a grammar school, but as a Single Academy Trust we serve the needs of our students from Ashton, Dukinfield, Mossley and Stalybridge alongside smaller schools within the Peak District. We have maintained our strong connection with our past and the heritage of our site, alongside our looking and growing to the future. We are a homely community with many staff investing their lengthy teaching careers with us due to the respectful climate we maintain, alongside many staff living locally, invested in making our community the best it can be. We believe it is our duty to ensure teachers can teach in a calm and purposeful learning environment and our behaviour, and the student responsibility over their behaviour, is a strength. Not only this, but we heavily value our student leadership opportunities to bring learning to life. We believe in developing the character and resilience of our learners and remain passionate about our curriculum offer inside and outside the classroom.

Why West Hill? As a school community the needs of our students and bettering their life opportunities remain at the heart of what we do. We value our staff voice and staff opportunities to learn and grow in the same way we want to nurture our students. We trust our staff to 'do what makes sense' and our staff rise to this trust and respect. Our site has easy commutable links to the Peak District but also to other districts in Greater Manchester and the city centre itself (accessible via train or tram in around 20 minutes). We are a community of staff that enjoy working together and welcome new members to our team and social events. We value an opportunity-based curriculum and wish to work to better our community and show our boys how they can too. We have supportive parents who send their boys here due to our strong reputation of excellence. As an 11-16 school with 170 students per year group, we are an ideal size to really get to know our boys and help them on their journey through school. Our passionate pastoral and teaching teams do this incredibly well and that is why we are consistently over-subscribed and forecast the same in September with around 400 first choice applications for 170 spaces per year.

Even if you have not worked in a single-sex school before, come and see us, walk our building and get a sense for the greatness that exists here. This is a special place, and I am incredibly proud to lead us forward in our next ventures together as a school and local community, I hope you join us in this.

Claire Cronin
Headteacher





Our vision

At West Hill, we have an uncompromised, aspirational vision that:

Everybody will experience a rich curriculum that expands beyond the classroom, empowering them to feel successful and make ambitious future choices.

Every lesson enables individual success through quality adaptive teaching and shared expectations.

Everybody matters and has a right to be safe, valued and treated with kindness.

Everybody will be supported to develop a healthy understanding of themselves and respect for others.

Everybody will be ready and take responsibility for their own learning, choosing thoughtful behaviours that show empathy for others.

Everybody in our West Hill family will collaborate and support each other to realise their aspirations and celebrate success.



Job Description

Post: Learning Support Assistant (LSA) Level 3

Purpose:	<p>To work with Senior and Middle leaders in delivering the vision of “Every barrier to accessing the full curriculum will be removed for all boys.”</p> <p>To work under the direction of the SENDCo, Associate Assistant SENDCo and Teaching staff to:</p> <ul style="list-style-type: none">• Support the delivery of quality teaching and learning.• Undertake intervention and provide learning support for students in the classroom.• Enable access to learning for all students.• Work may be carried out in the classroom or outside the main teaching area.
Responsible to:	<ul style="list-style-type: none">• SENDCo/ Associate Assistant SENDCo
Responsible for:	<ul style="list-style-type: none">• N/A

Principal requirements

- Supervise and provide particular support, for students, including those with Special Educational Needs, ensuring their safety and access to learning activities.
- Undertake structured and agreed learning activities, adjusting activities according to students' needs.
- Undertake programmes linked to national learning strategies, e.g. literacy, numeracy and different programmes of study at KS3 and KS4. Feedback appropriately to the teacher.
- Assist students in their use of equipment and resources as required to meet the learning activity.
- Support students with their emotional and behavioural needs and help them to develop their social skills.
- Use strategies, in liaison with the teacher, to support students to make progress.
 - Deliver targeted interventions to individuals and small groups under the direction of the SENDCo and teaching staff.
 - Support the implementation of individual provision plans and Education, Health and Care Plans (EHCPs), promoting student independence and progress.
 - Support the development of students' communication, social, emotional and organisational skills through evidence-informed strategies.
 - Use appropriate assistive technology and adaptive resources to enable access to learning.
 - Monitor and record the progress of students accessing intervention programmes and provide feedback to teaching staff and the SEND team.



- Supervise students at lunchtime participating in lunchtime activities.

Specific responsibilities

- Promote good behaviour for learning, dealing promptly with conflict and incidents as outlined in the school's Behaviour Policy; encourage students to take responsibility for their own behaviour.
- Under the direction of a teacher, work with small groups of students and take responsibility for their learning.
- Work as required to meet students' Access Arrangements for exams; this includes working as a reader, scribe, prompt or practical assistant, as appropriate. Full training will be given before this work is undertaken.
- Support students with identified barriers to learning through the delivery of structured intervention programmes.
- Promote independence and self-regulation, encouraging students to develop confidence and resilience.
- Contribute to the evaluation of intervention programmes and support the wider work of the SEND department.
- Support transition arrangements for vulnerable students where appropriate.
- Monitor students' responses to learning activities and accurately record achievement or progress as directed by the teacher.
- Provide regular feedback to teachers on students' achievement, progress and any difficulties they are experiencing.
- Encourage students to interact with others and engage with activities led by the teacher.

Wider responsibilities

- Attend and participate in relevant meetings as required.
- Participate in CPD and other learning activities as required.
- Accompany teaching staff and Students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Develop specialist knowledge through continuing professional development and apply this to improve outcomes for students.
- Contribute to the evaluation of intervention programmes and the wider work of the SEND department.
- Work collaboratively with colleagues, parents and external agencies to support individual students.
- Communication and record keeping via SIMS in relation to individual students.

School Ethos

- Play a full part in the life of the school community, supporting its distinctive ethos and encouraging staff and Students to follow this example.
- Promote the inclusion and acceptance of all Students
- Contribute to the wellbeing and safety of all staff and students.



- Model the high standards as determined by school protocols.
- Fulfil wider professional responsibilities.
- Be familiar with, and follow all, school policies.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years and it may be subject to modification or amendment at any time after consultation with the holder of the post



Person Specification

Post: Learning Support Assistant Level 3			
	Essential	Desirable	Method of Assessment
Qualifications			
<ul style="list-style-type: none"> Demonstrable levels of numeracy and literacy equivalent to GCSE (A*-C) or above in English and Maths NVQ 3 for Teaching Assistants or equivalent qualifications or experience 	✓		Application form
	✓		Application form
Experience			
<ul style="list-style-type: none"> Working with, or caring for, students in a secondary setting Experience of supporting students with Special Educational Needs and Disabilities. Experience of delivering individual or small group interventions. 	✓	✓	Application form
	✓	✓	
Philosophy			
<ul style="list-style-type: none"> Commitment to the aims of the school Commitment to continuous improvement and sharing of good practice 	✓		Application form and letter of application
	✓		
Key Skills, attributes and personal qualities			
<ul style="list-style-type: none"> Able to form and maintain appropriate professional relationships and boundaries with students. Willingness to work constructively as part of a team. Supervise students effectively in line with the school's behaviour policy. Ability to promote student independence and inclusion. Ability to maintain accurate records and monitor student progress. Ability to work collaboratively with teachers, parents and other professionals Be a good role model for students. Work in partnership with parents and teachers A commitment to helping students achieve, through education and learning 	✓		Application letter and interview
	✓		
	✓		Engagement with students
	✓		
	✓		References
	✓		
	✓		



Post: Learning Support Assistant Level 3			
• Competent use of ICT skills to support learning and maintain electronic information systems		✓	
• Use own initiative and work flexibly	✓		
• Deal with sensitive information in a confidential manner	✓		
• Flexibility and ability to work under pressure and meet deadlines	✓		
• Good organisational and time management skills, including ability to multi-task	✓		
• Ability to develop good working relationships with other staff	✓		
• Good written and communication skills	✓		
• Emotional resilience in working with challenging behaviours	✓		
• Attend school training sessions and other training opportunities	✓		
• Experience of using behaviour management strategies		✓	
Professional Knowledge/Understanding	Essential	Desirable	
• Training in relevant learning strategies, e.g., literacy and numeracy	✓		
• Understanding of the graduated approach to SEND support.	✓		
• Understanding of barriers to learning and inclusive classroom practice.	✓		
• Ability to support the implementation of individual learning plans and EHCP outcomes.	✓		
• General understanding of the KS3 and 4 programmes of study		✓	
• Knowledge of adaptive teaching strategies.		✓	
• Knowledge of assistive technology to support learning.		✓	
• Experience of delivering evidence-informed intervention programmes.		✓	
• Ability to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these	✓		
• Ability to lead small-group work under the direction of the teacher	✓		



Post: Learning Support Assistant Level 3			
• Understanding of the importance of inclusion	✓		
• Understanding of issues affecting behaviour and barriers to learning	✓		
• Ability to implement individual behaviour improvement strategies	✓		
• Excellent interpersonal skills both in working relationship with students and staff	✓		
• Understand monitoring and evaluating systems in a school setting		✓	

For information

Category (E) – ESSENTIAL - without which the candidate would be unable to carry out the duties of the post

Category (D) – DESIRABLE FEATURES which would normally enable the successful candidate to perform the duties and tasks better and more efficiently than one who did not have the qualifications, training, experience etc.