Learning Support Assistant Level 2

Grade: EHCC Grade C
Contract: Term Time Only
Hours: Mon -Friday 8.15-15.15 (30 hours per week)
Salary: Pro rata 18,044 (FTE 26,018)
Start Date: January 2027

Closing Date: 11/12/2026 Midday

Interview Date: 14/12/2026 12.00-16.00

"Could you be the trusted adult who changes the course of a child's school experience? Join our team and help every child flourish, belong and succeed."

We are seeking an exceptional and experienced Learning Support Assistant (LSA 2) to join our nurturing infant school community. This is an exciting opportunity for a skilled practitioner who is passionate about supporting children with Social, Emotional and Mental Health (SEMH) needs, Autism and ADHD to achieve success both academically and personally.

At our school, we believe every child deserves to feel safe, valued and successful. We are looking for someone who shares this belief and has the expertise, patience and commitment to make a real difference to children's lives.

The Role

As an LSA 2, you will work under the direction of our SENDCO and teaching staff whilst exercising a high level of professional judgement and autonomy. You will play a key role in supporting pupils with additional needs both in class and through targeted interventions.

The successful candidate will:

- Support children with Autism, ADHD and SEMH needs to access learning and become successful members of the school community.
- Deliver and adapt targeted interventions to meet individual needs.
- Build positive, trusting relationships with children who may experience emotional regulation, communication or behavioural difficulties.
- Work independently with individuals and groups, using your own professional judgement to respond to pupils' needs.
- Contribute to the planning, delivery and evaluation of learning activities.

- Monitor and record pupil progress and share outcomes with teaching staff.
- Liaise effectively with teachers, parents and external professionals.
- Act as a positive role model for children and colleagues.
- Support the wider inclusion agenda across the school.
- Mentor and support other support staff where appropriate.

We Are Looking For Someone Who:

Essential

- Has significant experience working with primary-aged children.
- Has proven experience supporting children with Autism, ADHD and SEMH needs.
- Demonstrates a strong understanding of child development and inclusive practice.
- Can build positive relationships and maintain high expectations for all children.
- Is confident managing behaviour through restorative, relational and trauma-informed approaches.
- Has excellent communication and teamwork skills.
- Can work flexibly, independently and proactively.
- Holds an NVQ Level 2 qualification (or equivalent) and has relevant experience in an educational setting.

Desirable

- Experience delivering social communication, emotional literacy or nurture-based interventions.
- Training in Autism, ADHD, Attachment, Trauma-Informed Practice, ELSA, Thrive or similar approaches.
- Experience working alongside external agencies and specialist support services.
- Understanding of sensory regulation strategies and adaptive classroom approaches.
- Makaton, Team Teach or equivalent specialist training.

In Return We Offer

- Wonderful children who are eager to learn.

- A supportive and welcoming staff team.
- A strong commitment to staff wellbeing and professional development.
- Opportunities to further develop expertise in SEND and inclusion.
- The opportunity to make a genuine difference to the lives of young children and their families.

Safeguarding Commitment

Our school is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment. The successful applicant will be subject to an enhanced DBS check and satisfactory references.

How to Apply

Visits to the school are warmly welcomed and encouraged. To arrange a visit or request an application pack, please contact: Ali Wooldridge (School Business Manager) via adminoffice@cupernham-inf.hants.sch.uk or call 01794514494

Person Specification

Learning Support Assistant Level 2

Essential Criteria

Qualifications and Training

- NVQ Level 2 Teaching Assistant qualification (or equivalent qualification/experience).
- Good standard of literacy and numeracy.
- Commitment to ongoing professional development.

Experience

- Minimum of three years' experience working with children in an educational, childcare or support setting.
- Experience supporting children with Special Educational Needs and Disabilities (SEND).
- Experience working with pupils with Autism Spectrum Condition (ASC), ADHD and Social, Emotional and Mental Health (SEMH) needs.
- Experience delivering targeted interventions to individuals and small groups.

- Experience working collaboratively with teachers, parents and external agencies.

Knowledge and Understanding

- Understanding of child development and learning in the Early Years and Key Stage 1.
- Knowledge of effective strategies to support children with Autism, ADHD and SEMH needs.
- Understanding of behaviour as a form of communication.
- Awareness of inclusive practices that enable all children to access learning.
- Understanding of safeguarding responsibilities and child protection procedures.
- Knowledge of strategies to support emotional regulation, engagement and positive behaviour.

Skills and Abilities

- Ability to build positive, trusting relationships with young children.
- Ability to remain calm, patient and solution-focused in challenging situations.
- Excellent communication and interpersonal skills.
- Ability to work independently and use professional judgement when supporting children's needs.
- Ability to adapt learning activities to meet individual needs.
- Effective observation, assessment and record-keeping skills.
- Strong teamwork and collaboration skills.
- Ability to contribute positively to a school's inclusive culture.

Personal Qualities

- Warm, nurturing and approachable.
- Resilient and emotionally intelligent.
- Flexible and adaptable.
- Enthusiastic and proactive.
- Commitment to ensuring every child feels safe, valued and successful.
- High expectations for all children regardless of need or background.

Desirable Criteria

Qualifications and Training

- Relevant SEND qualifications or accredited training.
- ELSA, Thrive, Attachment or Trauma-Informed Practice training.
- Makaton training.
- Team Teach, Positive Handling or equivalent behaviour support training.
- Mental Health First Aid or equivalent.

Experience

- Experience in an infant or primary school setting.
- Experience supporting pupils with communication and interaction needs.
- Experience implementing sensory regulation strategies.
- Experience of working with Educational Psychologists, Speech and Language Therapists or other external professionals.
- Experience mentoring or supporting other learning support staff.

Knowledge and Skills

- Understanding of sensory processing differences and neurodiversity-affirming practice.
- Knowledge of restorative and relational approaches to behaviour.
- Ability to support staff in developing inclusive classroom practice.
- Experience using visual communication systems and structured support approaches.

What Will Make Someone Stand Out?

The strongest candidates will demonstrate:

- A passion for supporting young children with SEMH, Autism and ADHD.
- The ability to combine high expectations with nurture and empathy.

- Experience helping children develop emotional regulation, independence and confidence.
- A commitment to inclusive education and achieving the best outcomes for all pupils.
- The ability to be the calm, consistent and trusted adult that children need to thrive.

Person Specification

Learning Support Assistant Level 2 (SEMH, Autism & ADHD)

The following criteria will be assessed through the application form (A), interview (I), task/observation (T) and references (R).

Qualifications and Training

Criteria	Assessed
Essential	
NVQ Level 2 qualification or equivalent relevant qualification/experience.	A, I
Good literacy and numeracy skills.	A, I, T
Commitment to ongoing professional development.	A, I
Desirable	
Training in Autism, ADHD, SEMH, Attachment Aware or Trauma-Informed Practice.	A, I
ELSA, Thrive, Makaton or equivalent specialist qualification.	A, I
Team Teach or equivalent positive behaviour support training.	A, I

Experience

Criteria	Assessed
Essential	
Minimum of three years' experience supporting children in a teaching, learning or child support environment.	A, R
Experience supporting pupils with SEND, including Autism, ADHD and SEMH needs.	A, I, R
Experience delivering interventions to individuals and small groups.	A, I, T
Experience monitoring, recording and reporting pupil progress.	A, I
Experience working collaboratively with teachers, families and external professionals.	A, I
Experience supporting positive behaviour and emotional regulation.	A, I, T
Desirable	
Experience within an infant school, EYFS or Key Stage 1 setting.	A, I
Experience supervising, mentoring or supporting other support staff.	A, I
Experience leading specialist interventions or SEND provision.	A, I
Experience working with Educational Psychologists, Speech and Language Therapists or CAMHS professionals.	A, I

Knowledge and Understanding

Criteria	Assessed
Essential	
Understanding of child development and learning in EYFS and Key Stage 1.	I, T
Strong understanding of Autism, ADHD and SEMH and their impact on learning and wellbeing.	A, I
Understanding that behaviour is a form of communication.	I, T

Criteria	Assessed
Knowledge of strategies that support emotional regulation and engagement in learning.	I, T
Understanding of safeguarding and child protection responsibilities.	A, I
Understanding of inclusive practice and adaptive teaching approaches.	I, T
Desirable	
Knowledge of sensory processing differences and effective regulation strategies.	I
Understanding of relational and restorative approaches.	I
Knowledge of specialist communication approaches such as Makaton and visual supports.	I

Skills and Abilities

Criteria	Assessed
Essential	
Ability to work independently and exercise professional judgement when supporting pupils.	I, T
Ability to implement learning activities and adapt support to meet pupils' needs whilst working under the overall direction of the teacher.	I, T
Ability to work effectively with individuals and groups without direct supervision.	I, T
Ability to build positive, trusting relationships with children and families.	I, T
Ability to provide accurate feedback on pupil progress and development.	I, T
Strong communication and interpersonal skills.	I
Ability to motivate and encourage children appropriately.	I, T

Criteria	Assessed
Ability to remain calm and resilient when supporting pupils with complex needs.	I, T
Ability to contribute positively to an inclusive and nurturing school culture.	I
Desirable	
Ability to coach or support colleagues in effective SEND practice.	I
Ability to lead a specialist area of provision across the school.	I
Ability to contribute to staff development by sharing expertise and effective practice.	I

Personal Qualities

Criteria	Assessed
Essential	
Empathy with children and a commitment to meeting their individual needs.	A, I
Ability to maintain confidentiality and professional discretion.	A, I, R
Resilient, adaptable and emotionally intelligent.	I, R
Positive team player with excellent interpersonal skills.	I, R
High expectations for every child.	I
Commitment to inclusion, equality and safeguarding.	A, I
Desirable	
Recognised expertise in supporting children with Autism, ADHD or SEMH needs.	A, I
Commitment to developing SEND provision and inclusive practice across the school.	I

Particular Attributes We Are Seeking

Given the needs of our infant school, we are especially interested in candidates who can demonstrate:

- Expertise in supporting children with **Autism, ADHD and SEMH needs** through a relational, nurturing approach.
- The ability to work independently and make informed decisions in support of pupil learning and wellbeing.
- Experience leading or delivering specialist interventions and sharing expertise with colleagues.
- Strong skills in emotional regulation, co-regulation and positive behaviour support.
- The ability to form trusting relationships with children, families and professionals.
- A commitment to helping every child feel safe, successful and ready to learn.