

Fair Oak Infant School



Learning Support Assistant





Fair Oak Infant School

Botley Road, Fair Oak, Eastleigh, Hampshire, SO50 7AN

Tel: 02380 692207

adminoffice@fairoak-inf.hants.sch.uk

www.fairoakinfant.co.uk

Headteacher: Mr David Peart

Welcome...

Dear Candidate,

Learning Support Assistant

Thank you for your interest in the position of Learning Support Assistant at Fair Oak Infant School. Further information, person specification and an application form for this position is enclosed.

We are looking for a friendly and enthusiastic person to join our team to work with children who have an EHCP across the school. You will guide, support, encourage and challenge them to achieve, whilst also supporting them with their personal, social, emotional and developmental needs.

Further information about our school can be found on our website and within our prospectus. If you wish to discuss this role further, or come and look around school, please contact the School Office.

Fair Oak Infant School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. We ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks, along with other relevant employment checks.

I would ask when applying for this role you are specific about why you think your skills and attributes are a good fit to the role. I look forward to receiving your application. The closing date for applications is **noon on Monday 23rd February 2026.**

Yours sincerely

A handwritten signature in black ink, which appears to read 'David Peart', is written over a white background.

David Peart
Headteacher

Learning Support Assistant

Fixed Term until August 2026, possibility of extension

This post is to cover a member of staff on maternity leave

30 hours per week (9:00am to 3:30pm Monday - Friday - 30 minutes lunch)

Salary– Grade B, £24,796-£25,128 (£17,197-£17,427 pro rata) depending on experience.

Term time only

'Infants can do anything'. This is the mantra that leaders believe, staff support and Fair Oak pupils live up to. This ambition for pupils reaches into many aspects of the school and shows in pupils' character.

'*Infants can do anything*' is the mantra Ofsted identified that leaders believe in, staff support and children live up to. We are now looking for a learning support assistant to help us ensure children with additional needs can do anything too!

We are looking for conscientious and enthusiastic person with experience of working with children in Key Stage 1 or Early Years to work as Learning Support Assistant. Your role will include supporting children with an EHCP. You will guide, support, encourage and challenge them to achieve, whilst also supporting them with their social, emotional and developmental needs. You will work with identified children, and support others during staff or children's absence.

Experience of working with children with autism, speech and language difficulties, social and emotional difficulties or implementing behaviour strategies would be an advantage, although not essential, as training would be given.

The successful candidate will:

- Have good communication and interpersonal skills with both children and adults.
- Have experience of working with children in a Key Stage 1 or Early Years setting.
- Have experience of supporting children one to one or within small groups.
- Be committed to working as part of a team.
- Be able to be both patient and flexible.
- Have the ability to remain calm under pressure.
- Be able to use own initiative and work independently.
- Be able to keep accurate and succinct records.
- Be able to implement a range of strategies to support behaviour management.
- Be able to implement interventions such as speech and language.
- Be able to maintain confidentiality.
- Have good IT skills.

The successful candidate needs to be able to support children with communication strategies alongside supporting their learning within a classroom setting, enabling them to become more independent.

The school has a very good team ethos and you will work closely with the class teacher, members of the Learning Support Team, external agencies, parents and our SENCo.



Learning Support Assistant

Fair Oak Infant School is a large, lively, innovative and successful school of 360 pupils. Our aim is to help our pupils become successful learners, who enjoy learning, make progress and achieve; confident individuals, who are able to live safe, healthy and fulfilling lives; and international citizens, who make a positive contribution to society.

This post is to cover a member of staff on maternity leave. For the right candidate, this post could be extended into the Autumn Term.

If this role sounds like it is for you, and you are looking for an opportunity to work as part of a forward-thinking team, we would welcome your application. Further information and an application form can be requested from Ian Peach, i.peach@fairoak-inf.hants.sch.uk or 023 8069 2207.

This advert may close early if a suitable candidate is identified.

Closing Date:- Monday 23rd February 2026 (noon)

Starting Date:- Monday 13th April 2026



Our School...



...is a popular, innovative, successful and over-subscribed four form entry school serving the villages of Fair Oak and Horton Heath.

The School has 15 bright, attractive teaching spaces plus a hall, library, IT suite, music/drama room, cookery room, medical room, meeting room and PPA room. There is a central paved courtyard which offers an excellent outdoor teaching area. The school is very well resourced.

The staff are friendly, supportive, hard-working and committed. They set themselves high standards and have high expectations of the children. They work well as individuals and as a team to provide very high levels of care and education for the children.

The children are friendly, keen to learn, well behaved and, like all children, gloriously funny at times!

Professional Development

The School provides excellent opportunities for personal and professional development in line with the School's Improvement Plan.



Location and School Campus

Fair Oak Infant School shares a site with Fair Oak Junior School, Wyvern College and Wyvern Day Nursery, and is part of an active seven strong cluster of schools.

We value the key role we play within the life of the campus and believe that we "sow the seeds of success" for our pupils as they set out on their educational journey.

We have a large playground, a children's world garden, an exciting trim trail, covered play areas and separate Year R playgrounds. We also make good use of a local park, situated directly across the road from our school.

Our 12 classes are organised into three year groups. We currently have 360 children on roll.

For more information about the school, please visit our website.

www.fairoakinfant.co.uk



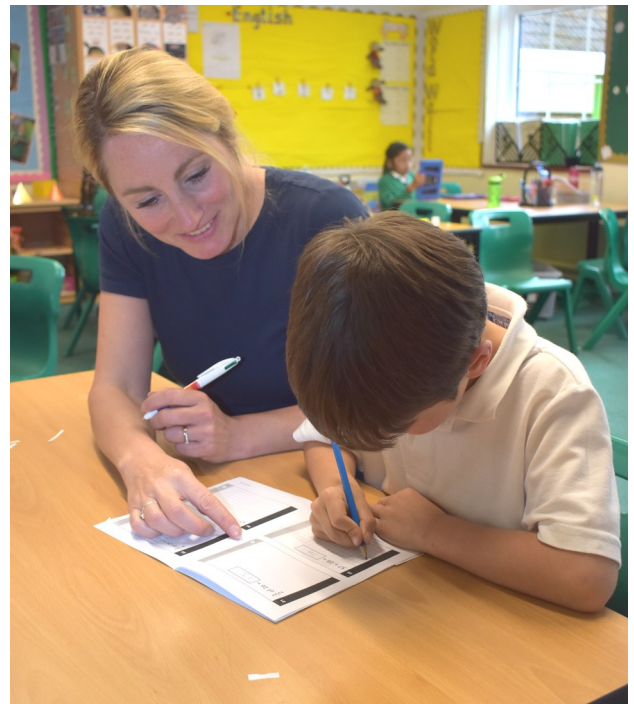
The Curriculum

Our school curriculum encompasses all the experiences and opportunities we provide for the children, both the academic and through the wider curriculum. It ensures children become motivated to learn, make progress and attain highly; develop independence, resilience and responsibility, and enables them to make healthy lifestyle choices, giving them the best opportunity for their future learning, whether that is later today, tomorrow, next year or well into the future.

As a school we ensure the curriculum provides children with memorable experiences as we believe these equal memorable learning, and the curriculum is underpinned by our school aims to develop: Successful Learners; Confident Individuals and Global Citizens.

Our School Values help each child to become a better person and a better learner, and are embedded into our curriculum. Our School Values of: Caring; Creativity; Perseverance; Collaboration; Reflectiveness and Respect enable our children to begin to develop the skills required for lifelong learning and to prepare them for adulthood, their place in society and the world of work.

The curriculum is carefully planned, regularly reviewed and developed to engage all children in exciting ways. It is built around our curriculum design principles: Challenge for All; Equity and Enrichment; Broad, Balanced and Memorable; Secure Learning Pathways; High Quality Outcomes and Responsive and Relevant, to help children acquire a balance between knowledge acquisition and learning relevant skills.



We firmly believe every child should be enabled to fulfil their full potential. All teachers are continually assessing, evaluating and reviewing each child's attainment and ability. The staff and governors are very proud of the creative and inspiring curriculum.



Ethos and Learning

Our motto is "sowing seeds of success" and this underpins the ethos of the whole school. The core principles of nurturing confident individuals, successful learners and international citizens are supported through the following:

- innovative, proactive leadership
- highly committed and enthusiastic teaching
- dedication to continuous improvement
- sustaining a stimulating and creative environment for learning



School Aims

We aim to provide an environment where every child really matters and where parents, school and the community work together to create:

Successful learners who:

- enjoy learning and have enquiring minds
- are motivated, confident and independent learners have research and problem solving skills

Confident individuals who:

- can form and maintain relationships and work independently or in a team
- are aware of their strengths and weaknesses
- can set themselves goals and work to fulfil their potential
- take risks and feel a sense of achievement
- have self-esteem
- can deal with change and uncertainty

International citizen who:

- have a voice, joins in and feel valued
- are aware of, and are able to, express their own feelings and have empathy for the feelings of others
- behave responsibly
- are aware of their rights
- take pride in their own culture and are able to respect the culture of others
- make informed choices about health, relationships and behaviour
- are able to reflect on experiences which are personal and full of wonder

School Values

Our School Values:

Caring; creativity; perseverance; collaboration; respect and reflectiveness are beginning to be embedded into our school curriculum. They are represented by toy animals and are helping the children become a better learner and a better person.

School Expectations

At our core are three clear expectations that form the expected behaviour throughout school.

We are kind
We are safe
We do our best



Extra Curriculum

There are many extra-curricular clubs run by staff and external providers, both during the lunch hour and after school. These include, amongst others: Football, Recorder, Computing, Sewing, Dance, Multi skills, Art and Choir.

School and Home

Our school is proud of the positive relationship with parents. There is a wide range of opportunities for parents to actively participate in supporting their children at school.

Alongside a programme of meetings, including: parent workshops, Class Assemblies, curriculum meetings and topic specific invitations. All are very well supported and enjoyed by all concerned.

Parents and local businesses regularly support enrichment activities through, for example, assemblies, sharing their religious celebrations, gardening, and visiting local shops to purchase ingredients to make soups.

We keep everyone up to date with our Friday Bulletin, which is sent out weekly to all parents. This weekly email includes an overview from each year group of learning for that week, as well as upcoming events, diary dates and celebrations.

Friends of Fair Oak Infant School (FoFOIS)

FoFOIS are very active in fund raising and have contributed to purchasing many computers and iPads, hundreds of books, shelters in the playground, our cookery room redevelopment and, most recently, playground equipment and shade.

The Governing Body

The Governing Body are fully committed to their role and work hard to support the leadership team to maintain the high standards already being achieved within the school. They aim to provide regular updates for parents during the year to give an insight into the work governors do and to demonstrate how they continually strive to further improve the school.

Governors make visits to school in order to monitor and evaluate the key targets identified by the strategic plan, and to ensure the effective use of resources.



Community

Fair Oak Infant School works closely with the other schools within the Wyvern Cluster and regularly shares ideas and practices. In addition, there are strong active links with local pre-schools.

We also participate in cluster events such as sports tournaments and an annual music festival.

We have established strong links within the local community and currently work with St Thomas Church and local businesses to enrich the curriculum and provide additional opportunities for our children.

Pupil Voice

Our pupils' views and well-being are at the heart of our school and therefore particular emphasis is put on providing opportunities for pupils to develop their role in the school and their sense of responsibility.



Job Description
Learning Support Assistant
at Fair Oak Infant School

POST: Learning Support Assistant (to work in any year group across the school)

SALARY: HCC Grade B

WORKING PATTERN: 30 hours, 39 weeks a year

JOB PURPOSE:

To work with the SENCo and class teachers to raise the learning and attainment of children while also promoting their independence, self-esteem and social inclusion. To give assistance to children so that they can access the curriculum, participate in learning and experience a sense of achievement.

KEY TASKS:

Establish and maintain relationships with individuals and groups

- Establish relationships with individuals
- Establish relationships with groups

Support pupils during learning activities

- Provide support for learning activities
- Obtaining equipment
- Providing help with learning tasks
- Feeding back to the teacher on progress made
- Promote independent learning
- Encouraging students to take responsibility for their own learning and promoting development of self-esteem

Review and develop own professional practice

- Take part in regular review of practice and take advantage of development opportunities
- Setting personal targets and attending relevant courses/in-service training

Assist in preparing learning environment

- Prepare resources and materials
- Assist in setting out learning materials and set out materials for use appropriate to the planned activities

Contribute to maintaining pupil records

- Confirm role and responsibility for helping to maintain record with teacher
- Confirm understanding of purpose and nature of relevant pupil records with teacher
- Update relevant records at agreed time intervals
- Ensure that contributions are accurate, complete and up to date



Observe and report on pupil performance

- Knowledge of observation techniques and understanding types of reporting, including verbal and written
- Carrying out observations after consultation with the teacher about purpose
- Record findings in agreed format

Contribute to planning of learning activities

- Understand the most effective way in which to support learning for a given task
- Understand the needs of pupil/s with whom working
- Discuss expected learning outcomes with teacher and agree upon success criteria
- Provide feedback for teacher on outcomes of learning activity

Promote social and emotional development of pupils

- Support pupils in developing appropriate relationships
- Help to develop self-esteem of pupils
- Along with other members of the team, help to resolve difficulties between pupils amicably and with regard to school policies
- Employ strategies agreed by school via policies to raise self-esteem, such as rewards system and praise

Support maintenance of pupil safety

- Demonstrate awareness of symptoms associated with minor health problems
- Have full knowledge of Health and Safety policy
- Respond to minor health problems, for example with regard to asthma, allergies etc.
- Report any illness to teacher or other member of staff responsible for dealing with pupil health

Contribute to health and wellbeing of pupils

- Awareness of strategies for assisting pupils to settle into new settings
- Help pupils to adjust into new settings
- Recognise signs of distress and offer reassurance

Provide support for multilingual/bilingual pupils

- Knowledge of the school's policy for supporting multilingual/bilingual pupils
- Explain purpose of activities to children
- Agree with teacher strategies for supporting pupil
- Knowledge of school's policies for inclusion, equal opportunities, multiculturalism and anti-racism
- Help pupils to access curriculum and support development of target language
- Utilise cross curricular opportunities to develop target language skills
- Deal with the challenges of the language demands of learning activities in ways that maintain pupil confidence and self-esteem



Contribute to the management of pupil behaviour

- Promote school policies on pupil behaviour
- Support implementation of strategies to manage behaviour
- Contribute to the management of pupil behaviour
- Employ strategies for behaviour management and report any problems to the teacher
- Report any progress towards targets for children with Behaviour Support Plans
- Provide level of attention appropriate to pupil's needs, modifying approach to ensure that desired outcomes are achieved
- Deal with any disruption and report to the teacher any difficulties that you are unable to overcome

Liaison with other team members and parents in a professional manner

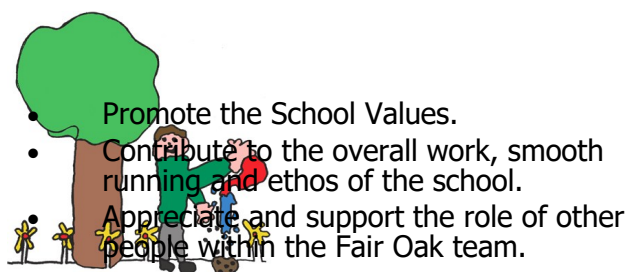
- Awareness of school policies for communicating with parents and carers; policies for care and wellbeing of pupils; school's policy for confidentiality; policy and procedure for parents' access to teaching staff and Headteacher
- Interacting appropriately and professionally with teachers and other colleagues and parents/carers
- Contributing effectively to planning of joint actions within the team
- Refer matters beyond competence and role to other professionals in school
- Care for children in ways that have regard for their home values and practices, complying with parents' wishes
- Reassure parents who express concerns about their children
- Ensure that parents' requests to see a teacher are dealt with promptly
- Pass on concerns about pupils to relevant people in the school

Support for the School

- Be aware of and comply with school policies including those relating to child protection, health & safety,
- confidentiality, safeguarding and data protection, reporting all concerns to a nominated person.
- To release class teachers, working alongside another Educational Support Assistant, for PPA time.

- Attend and participate in meetings as required.
- Improve one's own practice through training, self-evaluation and performance management.
- Assist with the supervision of children out of directed lesson time, including before and after school and at lunchtime and during assemblies, within working hours.
- Accompany teaching staff and children on out-of-school activities as required and take responsibility for a group under the supervision of a teacher.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.



Learning Support Assistant— Person Specification

	Essential	Desirable
Education and Qualifications	<p>GCSE English and Maths Grade C or equivalent.</p> <p>NVQ 2 or equivalent.</p> <p>Experience of professional training within an educational setting.</p> <p>IT competent.</p>	<p>NVQ 3 or equivalent.</p> <p>Ability to communicate using Makaton.</p> <p>Willingness to undertake appropriate first aid training.</p>
Knowledge, Skills and Abilities	<p>Understanding of safeguarding within school.</p> <p>Excellent communication skills, written and verbal.</p> <p>Ability to inspire confidence and gain trust of children.</p> <p>Excellent organisation skills and the ability to work to deadlines.</p> <p>Ability to reflect, analyse and act both independently and collaboratively.</p> <p>Ability to work alone and with initiative.</p>	<p>Understanding of child development.</p> <p>Working understanding of Early Years Foundation Stage or Key Stage One.</p>
Experience	<p>Experience of working with children, within small groups or on a one to one basis within a school or pre-school setting.</p> <p>Evidence of an application of range of behaviour management strategies.</p> <p>Proven ability to motivate and develop children.</p> <p>Ability to work as part of a team.</p> <p>Ability to provide detailed and regular feedback to teachers on children's achievements and progress.</p> <p>Evidence of effective behaviour management.</p>	<p>Experience of working within a school environment.</p> <p>Experience of teaching whole classes, following teacher's plans.</p> <p>An awareness of inclusion, especially within a school setting.</p> <p>Experience and ability to teach the whole class on occasions.</p>
Other Requirements	<p>A commitment to safeguarding procedures.</p> <p>A commitment to being professional and respecting confidentiality.</p> <p>A sense of humour and resilience.</p> <p>Adaptability and initiative.</p>	



**Other
requirements**

A commitment to ensuring children become:

Successful learners, who enjoy learning, make progress and achieve; confident individuals, who are able to live safe, healthy and fulfilling lives; and global citizens, who make a positive contribution to society.

A desire to make a difference to the lives of young children.





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Eastleigh

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