

Learning Support Assistant (Primary Phase)

Pay Range: **SCP 3-4 (£24,796 - £25,186 FTE)**

Term time plus two Inset days

Hours: **Monday-Friday 08.15am-3.30pm.**

Deadline: **8am Friday 26th June 2026**

Start Date: **Tuesday 1st September 2026**

We are seeking to expand our dedicated team of Learning Support Assistants. We are looking for colleagues who have the energy, passion and creativity to work as an LSA in our All Through School. Whilst this is an All Through Team, colleagues usually focus on either the Primary or Secondary phase – this opportunity is for the Primary Phase, working as a class LSA alongside one of our experienced teachers in Reception, Key Stage One or Key Stage Two.

Early applications are encouraged and we reserve the right to interview and appoint prior to the deadline. If working five days a week, your weekly hours will be 33.75 a week. We will also support requests for a reduced number of days each week for the right candidate/s.

CFS is a happy, collaborative and forward thinking school for 4-16 year olds, where the personal development of our pupils is just as important as the academic curriculum. In our recent Ofsted, inspectors observed that CFS is a vibrant, ambitious and inclusive school, where our respectful and friendly pupils are thriving and are well prepared for their adult lives. Our values of 'nurture, challenge and inspire' influence everything we do as a school, and genuinely permeate all areas of school life. If you share our values and ideals, we strongly encourage you to find out more about CFS via a visit to the school or through our school website www.chichesterfreeschool.org.uk.

CFS follows national pay scales and the starting point within the range listed will be agreed on appointment with the successful candidate.

The School

CFS is now entering its second decade and is fully established in our state-of-the-art facilities on the Carmelite Convent Site on the Hunston Road in the south of Chichester. Our PAN is 60 in Primary, and 120 in Secondary; in almost all year groups we are oversubscribed with waiting lists. Due to demand, we have a bulge intake in two Secondary year groups with nearly 160 pupils in each.

The School joined Sussex Learning Trust in September 2023 – a move that we personally initiated through the desire to collaborate with a like-minded family of schools. The Trust is currently small and based in Haywards Heath; CFS are well placed to launch a new Chichester Hub of the Trust, which is really exciting.

As a Free School, we are the same as any other academy; we are both held and hold ourselves to the same exacting and rigorous standards as all state-funded schools. We follow the national curriculum, and are proud of our ambitious, inclusive and varied curriculum offer. Our pupils engage with SATs and GCSE assessments. In May 2024 we received a very strong full graded Ofsted Inspection – graded at least a strong Good in all areas and Outstanding in Personal Development. In 24-25 we achieved our highest

attainment in both Year 6 SATs and Year 11 GCSEs, with some exceptional achievement in multiple areas. As a school we are now striving for excellence in all areas.

CFS is open to pupils of all abilities. We do not have a catchment area, thus ensuring the School is fair and inclusive. We take part in the West Sussex County Council (WSSCC) admissions process. As a school we benefit from longer holidays, specifically at October half term, Christmas and during the summer.

Our Values and Vision



At CFS, we create a safe, inclusive, environment through our **culture of kindness** where we **nurture**, **challenge** and **inspire** all learners.

Our team of passionate educators, working with our **community**, offer a broad range of **opportunities** and **experiences through cultural capital**, alongside **excellent**, evidence based, teaching.

As a result, our young people develop a **love of learning** and are empowered to achieve accelerated **academic progress**, to find personal fulfilment and to become **resilient**, responsible **global citizens**.

The Team

You will be working as part of the Learning Support team that provides support for pupils across all Key Stages of the School, Reception to Year 11. The team provides support in a range of ways which can consist of in class support, small group intervention and working 1:1 with pupils.

The Role

The successful candidate will be expected to support children with their learning and personal development both individually and in groups. You will be calm, flexible and have the ability to use your own initiative as well as be able to work as part of a team. You will need to have the equivalent of a grade C or 4 in English and Maths at GCSE.

You will:

- be a skilled and competent professional who is enthusiastic and totally committed to the ethos of the School
- readily establish excellent relationships with both staff, pupils and parents
- have an up-to-date awareness of current issues and challenges in education
- possess drive, expertise and enthusiasm
- possess an optimistic and resilient style when faced with pressure
- be able to communicate well with children and young people, having an understanding of safeguarding and promoting the welfare of young people
- foster good behaviour and care and consideration for others and the learning environment
- provide focused support for children with identified special needs
- support teaching and learning inside and outside of the classroom by working with identified children and focus groups
- deliver intervention programmes set by the class teacher and report on the progress made by pupils
- contribute to the assessment and progress of pupils' learning and the maintenance of records
- support school events, trips and visits
- support the classroom teachers as required, such as maintaining the learning environment, presentation of pupil's work and assisting with the planning of activities
- undertake break, lunch and other duties as required
- deliver basic first aid if needed (training will be provided)

All staff at CFS commit to fully contributing to the ethos and life of the School in and outside the classroom.

CFS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In accordance with our Child Protection Policy we are unable to process applications without a fully completed application form. The post is exempt from the Rehabilitation of Offenders Act 1974. All convictions, cautions and bind-overs, including those regarded as 'spent' must be declared when applying. The applicant may post such a declaration in an envelope marked 'Private & confidential for the Executive Principal'. The successful applicant must obtain List 99 clearance and DBS clearance at enhanced level.

The Recruitment Process

For further information and an informal discussion about this post, please do not hesitate to contact us via recruitment@chichesterfreeschool.org.uk or on 01243 792690.

Candidates should complete an application form and supporting statement addressing the criteria presented in the role description and person specification. Completed applications should be sent to recruitment@chichesterfreeschool.org.uk by **8am, Friday 26th June 2026**

Early applications are encouraged, and we reserve the right to interview and appoint prior to this deadline.

A formal contract will be issued once the successful applicant has been appointed. It will be offered subject to a Disclosure and Barring Service (DBS, formerly CRB) check.

Person Specification

The School will seek to identify these attributes through the recruitment and selection process of application, certification, interviews, professional references and observation.

Qualification/Attainment

a. Educated to GCSE or above	Essential
b. Evidence of relevant Professional Development	Desirable

Knowledge Base

a. Excellent professional knowledge and understanding of the role	Essential
b. An understanding of Child Protection procedures and a commitment to promoting and safeguarding the welfare of children	Desirable

Experience

a. Previous experience of working in a similar role	Desirable
b. Previous experience in a school setting	Desirable
c. Experience of working with pupils with additional needs	Desirable

Skills Required

a. Ability to motivate and encourage children	Essential
b. Ability to teach a small group of children	
c. Decision making skills: the ability to solve problems and make decisions	Essential
d. Teamwork: the ability to work collaboratively with others	Essential
e. Communication skills: the ability to make points clearly and understand the views of others	Essential
f. Self-management skills: the ability to plan time effectively and organise oneself well	Essential
g. Able to communicate with a wide range of audiences including pupils, parents, teachers and associate staff	Essential
h. Articulate, literate and numerate	Essential
i. Ability to be innovative, creative and tenacious.	Essential
j. Able to maintain professionalism and confidentiality	Essential
k. Willingness to support additional offsite educational activities	Essential
l. Willingness to assist and participate in the wider aspects of school life	Desirable
m. First Aid qualification	Desirable

Attitude/approach

a. A deep and passionate commitment to the values and ethos of CFS	Essential
b. Ability to enthuse children and adults	Essential
c. Possess a positive attitude and approach to change and development	Essential
d. Flexible and firm with the ability to know when to be either	Desirable
e. Enjoy rising to the challenges inherent in a school environment	Essential

f. Ability to work under pressure and multi-task	Essential
g. Maintain professional relationships at all times, acting with authenticity and integrity and in accordance with the values and ethos of CFS	Essential
h. Be an ambassador for the School, maintaining visibility, demonstrating impact, presence and self-confidence	Essential
i. Understanding of confidentiality and discretion	Essential
j. Maintain pride in work with high expectations of self and others	Essential

Safeguarding

a. Commitment to promoting the health, welfare and safeguarding of children	Essential
b. Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the school	Essential