



JOB DESCRIPTION

Higher-Level Learning Assistant

Location	Oaks Rise CIC, Hove
Reports to	Senior Learning Facilitator
Contract Type	Permanent, part-time
Days	3 – 3.5 days per week, to be agreed in line with the successful candidate's preference.
Salary	£25,500 – £30,000 FTE depending on experience (£17,850 – £21,000 actual, for 3.5 days / week)

About Oaks Rise CIC

Oaks Rise CIC is an Alternative Provision for autistic learners who have self-excluded from mainstream school due to high levels of anxiety, sensory, social and emotional needs. We support re-engagement with education, rebuild self-esteem and enable academic progress through a neuro-affirming, structured and relational approach.

Our practice is adult-guided whilst remaining low-demand and consent-based. We place authentic relationships, trust and emotional safety at the centre of everything we do. We are committed to creating a genuinely neuro-inclusive environment for both learners and staff and welcome applications from neurodivergent individuals.

About the Role

We are seeking an experienced and highly capable Higher-Level Learning Assistant to join our talented and committed team, working across different groups across the provision. This enhanced role is designed for an individual who can take a proactive leadership position in supporting autistic learners with complex social, emotional and educational needs, while working collaboratively with Senior Learning Facilitators.



The successful candidate will play a central role in creating a calm, emotionally safe and engaging learning environment that enables young people to rebuild confidence, develop independence and re-engage with education. The role will focus on supporting Maths and English lessons, working closely with the Oaks Rise specialist maths and English teachers. In addition to supporting learners directly, the Higher-Level Learning Assistant will contribute to planning, support assessment and progress recording, implement personalised learning and wellbeing strategies and help shape best practice across the provision.

Our learners range in age from 9–16 years old and often present with significant gaps in learning across all Key Stages due to disrupted educational experiences. Many learners may be working below age-related expectations, including some at Key Stage 2 levels in English and Maths. The successful candidate will therefore need confidence supporting learners across a broad range of academic abilities, particularly in English and Maths skills.

Key Responsibilities

- Work collaboratively with Senior Learning Facilitators, English and maths teachers and the wider team to deliver highly personalised and engaging learning experiences.
- Provide targeted support for learners in English and maths, working flexibly across more than one group of learners, adapting approaches and explanations to meet individual learning profiles and attainment levels.
- Support learners working across a wide range of academic levels, including those working at Key Stage 2 levels despite being secondary-aged.
- Take a lead role in supporting learner regulation, engagement and participation throughout sessions.
- Build authentic, trusting and respectful relationships with learners, supporting emotional wellbeing alongside academic development.
- Support the planning and adaptation of activities to meet individual learner profiles, and interests.
- Provide targeted one-to-one and small-group support for learners
- Monitor learner progress, contribute to formative assessment processes, maintain accurate observational records and contribute to progress reports.
- Support the implementation of individual learning and wellbeing strategies, adapting approaches responsively in the moment.
- Assist with de-escalation and co-regulation strategies to support learners experiencing distress or disengagement.
- Support new learners' transitions into Oaks Rise, including home visits where required.



- Contribute actively to multi-disciplinary discussions, learner reviews and collaborative planning meetings.
- Attend staff meetings, reflective practice sessions and ongoing professional development training.

Essential Criteria

- At least 5 years' experience working with children including autistic children and young people in educational, therapeutic or alternative provision settings.
- Strong understanding of neuro-affirming, low-demand and consent-based practice.
- Experience supporting learners with high anxiety, emotionally based school avoidance and PDA profiles.
- GCSE Grade C/4 or above (or equivalent) in English and maths.
- Confidence supporting learners in English and maths across a broad range of attainment levels, including Key Stage 2 and Key Stage 3 curriculum content.
- Good literacy and numeracy skills, with the ability to explain concepts clearly, adapt tasks and scaffold learning appropriately.
- Excellent relationship-building and communication skills with young people, families and colleagues.
- Ability to remain calm, flexible and emotionally attuned in complex or challenging situations.
- Strong observational, organisational and record-keeping skills.
- Ability to work proactively and independently while contributing positively to a collaborative team culture.
- Commitment to safeguarding, inclusion and reflective practice.

Desirable Criteria

- Experience contributing to personalised learning plans.
- Training in trauma-informed practice, autism, PDA, mental health or emotional regulation approaches.
- Experience working within an alternative provision or specialist education setting.

Benefits

- Term-time working only with 52-week salary arrangement.
- Pension and occupational sick pay scheme.
- Free parking
- 1 hour lunch break with no learners on site. 9.00am start but learner-facing from 9.30am. Start & end times can be flexible for the right candidate.
- Comprehensive induction and high-quality ongoing professional development.



- Genuine commitment to staff wellbeing and neuro-inclusive working practices. Confidential access to an Employee Assistance Programme.
- Opportunity to contribute meaningfully to the development of an innovative and values-led provision.
- Supportive, experienced and highly collaborative team environment.
- Flexible working arrangements where possible.

Safeguarding

Oaks Rise is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Before appointment to any role, checks, including an Enhanced DBS Check, identification checks, workplace references and a fitness to work check plus others will be undertaken, in accordance with and surpassing current statutory guidance. Evidence of eligibility to work in the UK is required. A probationary period will also apply during which suitability to work with children will be monitored and assessed.