

The Federation of Bedenham and Holbrook Primary Schools



Post: LSA1 Role Profile 02130 – September 2026

Responsible to: Executive Headteacher

Job Purpose

To work in partnership with the teacher to foster effective participation of pupils in the social and academic processes of the school.

Support for the children

- Working with individual or groups of children, assist in ensuring pupils are kept on task and complete activities set by teachers.
- Deal with behavioural and special needs in conjunction with the teacher and in line with school policy.

Support for the teacher

- Help implement lesson plans.
- Provide feedback to pupils in conjunction with the class teacher.
- Work individually or with small groups of pupils.
- Promote good learning behaviours, dealing promptly with conflict and incidents within and beyond the classroom in line with policy.

Support for the curriculum

- Assist the teacher with testing and assessment.
- Review progress of pupils against learning programmes.
- Assist with the implementation of structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Prepare, maintain and use equipment/resources required and assist pupils in their use.

Support for the school

- Be aware of, and comply with, policies and procedures relating to child protection and safeguarding, health safety and security, confidentiality and data protection.
- Be aware of and support difference to ensure all children have equal access to opportunities to learn and develop.
- Support the aims and ethos of the school.
- Establish positive working relationships with parents/carers.
- Attend and participate in relevant meetings as required.
- Create and maintain a purposeful, structured and supportive environment, in accordance with lesson plans and assist with the display of students' work.
- Accompany teaching staff and students on educational visits, trips and out of school activities as required, and take responsibility for a group under the supervision of a teacher.
- Participate in training and other learning activities and performance development as required and agreed by your line manager.
- Where there are specific needs, provide intimate care in line with school policy.

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The key decision-making areas in the role

- A Level 1 LSA will implement lesson plans, deal with pupil behaviour and make judgements about pupil progress/pupil needs normally in conjunction with the teacher.
- The shape of a Level 1 LSA's work will be broadly determined by the teacher.

The main contacts – external/internal customer contacts and purpose

- Internal (in school) – pupils, other colleagues, teachers, senior leaders, special needs governor, other members of governing body.
- External (outside school) – (usually under the direction of the teacher) e.g. Education Psychologist, Primary Behaviour Service, parents, Occupational therapists/physiotherapists, SALT, other LA specialist colleagues.

Working conditions – environment, and physical effort or strain.

- School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm.
- External working on trips, educational visits etc.
- Manual handling responsibilities.
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging, difficult and sometimes violent, and deal with racial/abusive language and bullying in line with school policy and statutory guidance.
- Health and Safety responsibility for self, children and area which is particularly demanding in a child-centred environment.

Context/additional information

- It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and the teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately.
- The size and type of school, and needs of individual classes, including Resourced Provision classes, will be a factor in determining how the role operates as will the physical site of the school.
- High levels of stress are generated by various aspects of the role including when dealing with individual pupils and/or groups with complex and demanding learning needs.
- The postholder's working hours predominantly require constant pupil contact.

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Person specification

CRITERIA	DESIRABLE QUALITIES
Qualifications and training	• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths (Desirable not essential) • In-school Safeguarding, Health & Safety and Curriculum training
Experience	• Experience working in a school environment or other educational setting • Experience working with children / young people with special educational needs (SEN) • Experience delivering learning activities, including adapting activities to meet the needs of individual pupils • Strong knowledge and application of school policies e.g. Behaviour, Safeguarding, Child Protection, Code of Conduct
Skills and knowledge	➤ Good literacy and numeracy skills ➤ Good organisational skills ➤ Ability to build effective working relationships with pupils and adults ➤ - Skills and expertise in understanding the needs of all pupils, and ability to work with support all children, including those who can be especially challenging ➤ Knowledge of how to help adapt and deliver support to meet individual needs ➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils ➤ Excellent verbal communication skills ➤ Ability to work as part of a team and to be flexible in their approach to daily routines ➤ Active listening skills ➤ The ability to remain calm in stressful situations ➤ Knowledge of guidance and requirements around safeguarding children ➤ Good ICT skills, particularly in using ICT to support learning

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Personal qualities	➤ Enjoyment of working with children ➤ Sensitivity and understanding, to help build good relationships with pupils ➤ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding pupil wellbeing and equality ➤ Resilient, positive, forward looking and enthusiastic about making a difference ➤ Capacity to inspire, motivate and challenge children and young people
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