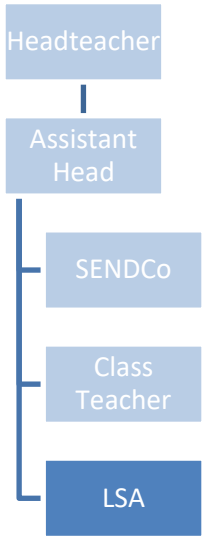


## ROLE PROFILE & LOCAL DUTIES

*Data Protection Act 1998. The information you provide on this form is to enable Hampshire County Council to evaluate the role. The information may also be used, in full or part, to support other processes such as performance development review, induction, recruitment and training and development. The information will be stored electronically and in hard copy format and made available to only to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.*

|                                             |                                                                                                                                                                                                                                                     |                                     |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Role Profile Form Number:</b>            | 02130                                                                                                                                                                                                                                               |                                     |
| <b>Role Profile Date:</b>                   | 04.08.06                                                                                                                                                                                                                                            |                                     |
| <b>DEPARTMENT:</b>                          | Children's Services                                                                                                                                                                                                                                 |                                     |
| <b>SECTION:</b>                             | Schools                                                                                                                                                                                                                                             |                                     |
| <b>GROUP/SPECIALISM:</b>                    | N/A                                                                                                                                                                                                                                                 |                                     |
| <b>ROLE TITLE IN FULL:</b>                  | <b>Learning Support Assistant Level 1 (Generic)</b>                                                                                                                                                                                                 |                                     |
| <b>SAP ROLE TITLE:</b>                      | N/A                                                                                                                                                                                                                                                 |                                     |
| <b>NEW ROLE PROFILE DATE OF COMPLETION:</b> |                                                                                                                                                                                                                                                     | Local Duties reviewed February 2025 |
| <b>REPORTS TO:</b>                          | Class Teacher, SENDCo, SLT, Head                                                                                                                                                                                                                    |                                     |
| <b>ROLE PURPOSE:</b>                        | To work in partnership with the teacher to foster effective participation of pupils in the social and academic processes of the school                                                                                                              |                                     |
| <b>ORGANISATION</b>                         |  <pre> graph TD     HT[Headteacher] --&gt; AH[Assistant Head]     AH --&gt; SENDCo[SENDCo]     AH --&gt; CT[Class Teacher]     AH --&gt; LSA[LSA]         </pre> |                                     |

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| Role Profile (Cannot be changed)                                                                        |                                                                                                                                                                                                                                                                            | Local duties reflecting role profile                                                                                                                                                                                                                              |
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| <b>Accountabilities</b>                                                                                 |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                   |
| <b>Support for pupils</b>                                                                               | <ul style="list-style-type: none"> <li>Working with individual or groups of children ,assist in ensuring pupils are kept on task and complete activates set by teachers</li> <li>Deal with behavioural and special needs issues in conjunction with the teacher</li> </ul> | <ul style="list-style-type: none"> <li>Working with individual or groups of children, assist in ensuring pupils are kept on task and learn what is intended</li> <li>Support with behavioural and special needs issues in conjunction with the teacher</li> </ul> |
| <b>Support for teachers</b>                                                                             | <ul style="list-style-type: none"> <li>Help implement lesson plans</li> <li>Provide feedback to pupils in conjunction with the headteacher</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>Help implement lesson plans</li> <li>Provide feedback to pupils in conjunction with the teacher</li> </ul>                                                                                                                 |
| <b>Support for curriculum</b>                                                                           | <ul style="list-style-type: none"> <li>Assist the teacher with testing and assessment</li> <li>Review progress of pupils against learning programmes</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>Assist the teacher with testing and assessment</li> <li>Review progress of pupils against learning intention</li> </ul>                                                                                                    |
| <b>Support for the school</b>                                                                           | <ul style="list-style-type: none"> <li>Implement curriculum policies</li> <li>Detect signs of behavioural issues</li> <li>Work with outside agencies</li> <li>Playtime supervision</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Implement curriculum policies</li> <li>Detect signs of behavioural issues</li> <li>Work with outside agencies</li> <li>Playtime supervision</li> </ul>                                                                     |
| <b>Corporate and statutory initiatives - equalities/health &amp; safety/ government/ sustainability</b> | <ul style="list-style-type: none"> <li>Health and safety of pupils School Policies and procedures</li> </ul>                                                                                                                                                               | <ul style="list-style-type: none"> <li>Health and safety of pupils School Policies and procedures</li> </ul>                                                                                                                                                      |

| 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 | 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 shape of a Level 1 LSA's work will be broadly determined by the teacher.                                                                                       |
| A Level 1 LSA would not normally carry a specific specialist responsibility.                                                                                       | A Level 1 LSA would not normally carry a specific specialist responsibility.                                                                                       |

| <b>Role Dimensions – financial (e.g. budgets) and non-financial units (e.g. workload, customers/staff)</b>                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Role dimensions vary according to the experience of the LSA</li> <li>• A Level 1 LSA in a Special school will fulfil expert roles in specified areas (e.g. swimming; first aid; buying and/or organising medication) which carry small budget responsibilities (£100s rather than £1000s)</li> <li>• Written reports required from LSAs are detailed and complicated especially if they are addressing complicated pupil needs</li> </ul> | <ul style="list-style-type: none"> <li>• Role dimensions vary according to the experience of the LSA</li> <li>• A Level 1 LSA in a Special school will fulfil expert roles in specified areas (e.g. swimming; first aid; buying and/or organising medication) which carry small budget responsibilities (£100s rather than £1000s)</li> <li>• Written reports required from LSAs are detailed and complicated especially if they are addressing complicated pupil needs</li> </ul> |

| <b>Main Contacts – external/internal customer contacts and purpose</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Internal (in school)</p> <ul style="list-style-type: none"> <li>• Pupils, other colleagues, teachers, headteacher, special needs governor, other members of governing body</li> </ul> <p>External (outside school) – (usually under the direction of the teacher)</p> <ul style="list-style-type: none"> <li>• Education Psychologist, Education Welfare Officer, parents, GPs, Hospital staff, Occupational therapists/physiotherapists, other LEA specialist colleagues, outside contractors, specialist groups on educational visits, students, escorts, police</li> </ul> | <p>Internal (in school)</p> <ul style="list-style-type: none"> <li>• Pupils, other colleagues, teachers, headteacher, special needs governor, other members of governing body</li> </ul> <p>External (outside school) – (usually under the direction of the teacher)</p> <ul style="list-style-type: none"> <li>• Education Psychologist, Education Welfare Officer, parents, GPs, Hospital staff, Occupational therapists/physiotherapists, other LEA specialist colleagues, outside contractors, specialist groups on educational visits, students, escorts, police</li> </ul> |

| <b>Working Conditions – environmental and physical factors, physical effort or strain and frequency of occurrence:</b>                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"> <li>• School and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm</li> <li>• External working on trips, educational visits etc</li> <li>• Trained to undertake very personal/intimate medical work for children with special needs</li> <li>• Manual handling responsibilities</li> <li>• Skilled in restraint techniques for</li> </ul> | <ul style="list-style-type: none"> <li>• School and classroom-based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm</li> <li>• External working on trips, educational visits etc</li> <li>• Trained to undertake very personal/intimate medical work for children with special needs</li> <li>• Manual handling responsibilities</li> <li>• Skilled in restraint techniques for</li> </ul> |

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| <p>dealing with difficult children</p> <ul style="list-style-type: none"> <li>• Expected to maintain behaviour management standards of children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying</li> <li>• Health &amp; Safety responsibility for self, children and area which is particularly demanding in a child-centred environment</li> </ul> | <p>dealing with difficult children</p> <ul style="list-style-type: none"> <li>• Expected to maintain behaviour management standards of children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying</li> <li>• Health &amp; Safety responsibility for self, children and area which is particularly demanding in a child-centred environment</li> </ul> |
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| Role requirements for operational effectiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <ul style="list-style-type: none"> <li>• Firm, sensitive and effective approach towards pupil discipline</li> <li>• Good organisational ability</li> <li>• Able to work at a basic level with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans)</li> <li>• Able to monitor and record pupil progress</li> <li>• Competent in working with group of pupils with some supervision from the teacher</li> <li>• Ability to apply knowledge and skills from training in practical classroom context</li> <li>• Flexible in relation to tasks undertaken and groups/children allocated</li> <li>• Ability to motivate and encourage children appropriately</li> <li>• Ability to work independently and with initiative</li> <li>• Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (e.g. parents, education psychologist, speech therapist)</li> <li>• Possession (especially in Special Schools) of specialist qualification/skills (e.g. Makaton) to deal with needs of particularly challenging pupils</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates an understanding and awareness of child behaviour which then influences the postholder's support for the child.</li> <li>• Firm, sensitive and effective approach towards pupil discipline which reflects the School's behavioural approach and Behaviour Policy.</li> <li>• Proactive and reactive in support for pupils' learning and behaviour</li> <li>• Good organisational ability</li> <li>• Able to work at a basic level with the teacher in planning and delivery of teaching activities (including those defined in personalised provision including EHCPs)</li> <li>• Able to monitor and record pupil progress</li> <li>• Competent in working with group of pupils with some supervision from the teacher</li> <li>• Ability to apply knowledge and skills from training in practical classroom context</li> <li>• Flexible in relation to tasks undertaken and groups/children allocated</li> <li>• Ability to motivate and encourage children appropriately</li> <li>• Ability to work independently and with initiative</li> <li>• Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts</li> </ul> |

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| Context/Additional Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and teachers. It acquires information on child protection/family sensitive issues which must be treated carefully and appropriately</li> <li>The size and type of school will be a factor in determining how the role operates as will the physical site of the school</li> <li>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 require constant pupil contact and there is no provision for attendance when children are not there.</li> <li>The role is becoming acknowledged, nationally and locally, as an important part of the solution to the current teacher workload problem.</li> </ul> | <ul style="list-style-type: none"> <li>It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and teachers. It acquires information on child protection/family sensitive issues which must be treated carefully and appropriately</li> <li>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 require constant pupil contact and there is no provision for attendance when children are not there unless undertaking training or in the preparation of resources for pupils.</li> </ul> |

| Corporate Values   |                                                                                                                                                                                                                                                                                                                  |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Values             | What this means in this job role                                                                                                                                                                                                                                                                                 |
| <i>Dedication</i>  | Be dedicated to providing the highest quality of teaching and learning, supporting children to overcome barriers which may be preventing them from succeeding.                                                                                                                                                   |
| <i>Empathy</i>     | Empathise with pupils, especially those with additional needs, and make reasonable adjustments accordingly. Show empathy in the way behavioural issues are resolved, listening to all sides of the story without judgement.<br>Ensure that children are not shouted at and are treated with respect and dignity. |
| <i>Forgiveness</i> | Show and model forgiveness in the way behavioural issues are resolved, listening to all sides of the story without judgement. Start each communication afresh, even if there have been previous challenges with that person, speaking and acting with respect, even when none is shown in return                 |
| <i>Generosity</i>  | Show understanding and flexibility when providing support to pupils.                                                                                                                                                                                                                                             |

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| Key Safeguarding Duties                   |                                                                                                                                                                                                                                                                         |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Safeguarding is everyone's responsibility |                                                                                                                                                                                                                                                                         |
| Observance                                | Have professional curiosity – asking questions and thinking, <i>"It could happen here."</i>                                                                                                                                                                             |
| Listening                                 | Listen to the child, using TED (Tell...Explain...Describe...) to elicit further information and clarity.                                                                                                                                                                |
| Reporting                                 | Report urgent concerns verbally to a member of the Safeguarding Team.                                                                                                                                                                                                   |
| Responding                                | Take action to safeguard the child. If in doubt, ask a member of the Safeguarding Team for guidance.<br>Remember, although it may be a difficult conversation and you may have a good relationship with the adult concerned, your first responsibility is to the child. |
| Recording                                 | Record on CPOMS, in as much detail as possible, exactly what happened, quoting what the child has said wherever possible and the action you have taken, including what you said to the child's parents.                                                                 |