



# Waverley Abbey School

9:23

*All things are possible for one who believes. Mark*



THE GOOD  
SHEPHERD TRUST  
Diocese of Guildford  
TRANSFORMING SCHOOLS  
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## LSA Role Profile 2023-24

**Our Christian vision is...** Every member of Waverley Abbey is a child of God who learns to live a life of love, compassion and hope within our school family on their way to fulfilling their God-given potential. We want children to leave having grown in faith and courage and established on their spiritual journey.

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### Core purpose

1. To work under the guidance of the Inclusion lead and line manager to support teaching and learning in the classroom and provide general support to the class teacher in the management and organisation of the pupils and classroom
2. To promote the inclusion of all pupils ensuring they have equal access to opportunities to learn and develop and be responsible for promoting and safeguarding the welfare of children and young people within the school
3. To promote the aims and objectives of the school, uphold the Christian vision and maintain its philosophy of education

### Main Responsibilities

#### Support for the Pupils

- As directed, to work with small groups of children or 1:1 and to take responsibility for pupils successful learning whilst with them
- To deliver pastoral and learning support
- To provide feedback to pupils in relation to progress and achievement within lessons
- To establish and develop productive working relationships with pupils acting as a role model
- To work with pupils, understanding how to motivate and encourage them to develop and achieve
- To provide support for pupils to broaden and enrich their learning
- To work with the Inclusion lead and other teachers to implement SSAPs, being part of the review process
- To promote the inclusion and acceptance of all pupils within the classroom.
- To encourage pupils to interact and work co-operatively with others and engage in all activities
- To support children with disabilities or special educational needs
- To support children in mixed ability groupings ensuring that they understand tasks and learning objectives
- To work as a member of a team in the organisation and supervision of pupils at break and lunch time

#### Support for the Teachers

- Within an agreed system of supervision, to work with the teacher in adapting lessons for pupils as needed
- To assess, feedback and record the achievements and progress of pupils through agreed monitoring systems
- To establish and maintain constructive relationships with parents/carers by supporting their role in pupils' learning



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- To deploy behaviour management strategies following the school's PIP RIP principle. To be proactive in managing behaviour and promote self-control, independence and integration
- To support pupil transition as appropriate
- To accompany teachers and classes on educational visits
- To work with the class teacher to complete administration tasks at appropriate times e.g., preparing displays, photocopying
- To ensure the classroom environment is safe, tidy and pleasant to be in

## Support for the School

- To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person
- To contribute to the overall ethos of the school, maintaining a 'growth mindset' and a positive outlook
- When appropriate, to contribute to out of school learning activities which consolidate and extend work carried out in class
- To attend and participate in regular meetings, in training and other activities as required
- To assist in the general care of the school environment
- To assist with children at the beginning and end of the day and in the playground as required
- To actively engage with the appraisal system for support staff
- Within an agreed system of supervision, to facilitate learning during short periods of teacher absence

## Support for the Curriculum

- Within an agreed system of supervision, to deliver learning and teaching activities and adjust these when necessary
- To use and prepare specialist equipment, plans and resources necessary to support learning activities
- To undertake broadly similar duties commensurate with the level of the post as required by the Headteacher

*This job description is current at the date shown but, in consultation, may be changed by the Headteacher to reflect or anticipate changes in the role.*



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## Person Specification

<b>Knowledge and Skills</b>	<ul style="list-style-type: none"><li>• Able to plan and organise learning activities for groups and individual pupils</li><li>• Able to contribute to systems relating to tracking of pupil outcomes</li><li>• Able to prepare resources for teaching and learning activities</li><li>• Can use ICT effectively to support learning</li><li>• Working knowledge and experience of implementing the National Curriculum and literacy and numeracy strategies</li><li>• Good understanding of child development and learning processes</li><li>• Strong written and verbal communication skills, including telephone and face-to-face communication</li><li>• Able to undertake administrative procedures</li></ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"><li>• Ability to relate well to children and adults</li><li>• Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own within these</li><li>• Ability to organise and plan for oneself and for others</li><li>• Ability to maintain confidentiality of information, particularly in relation to personal and sensitive information</li><li>• Constantly improve own practice/knowledge through selfevaluation and learning from others</li></ul>
<b>Continued Professional Development</b>	<ul style="list-style-type: none"><li>• Willingness to undertake additional training/staff development as appropriate</li><li>• Ability to reflect on your own professional practice</li></ul>
<b>Qualification and training</b>	<ul style="list-style-type: none"><li>• Excellent numeracy/literacy skills-to GCSE grade C or equivalent in English and Maths</li></ul>



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## Appendix 1:

An LSA working with junior age pupils will potentially be required to support children with any or all of the following:

- Personal Care, i.e.:
  - ◆ Toileting \*
- Administration of interventions and Therapy
  - ◆ Physiotherapy (following the direction of the physiotherapist e.g., completing daily exercises) \*
- Management of Challenging Behaviour, i.e.
  - ◆ Use of registered and Surrey approved physical interventions e.g., positive touch.  
\*
- Moving and Handling of pupils / students, i.e.
  - ◆ Positioning \*
  - ◆ Toileting \*
  - ◆ Therapy input \*
- Delivery of the wider curriculum, i.e.
  - ◆ Engaging children in play activities at break times \*
  - ◆ Supporting children to participate in all curriculum areas, including, Performance Arts, Sports and PE activities. \*

LSAs will therefore require a level of mobility and fitness commensurate with the staff member's ability to undertake any or all of the above.

*\* Following policies and protocols and appropriate training.*