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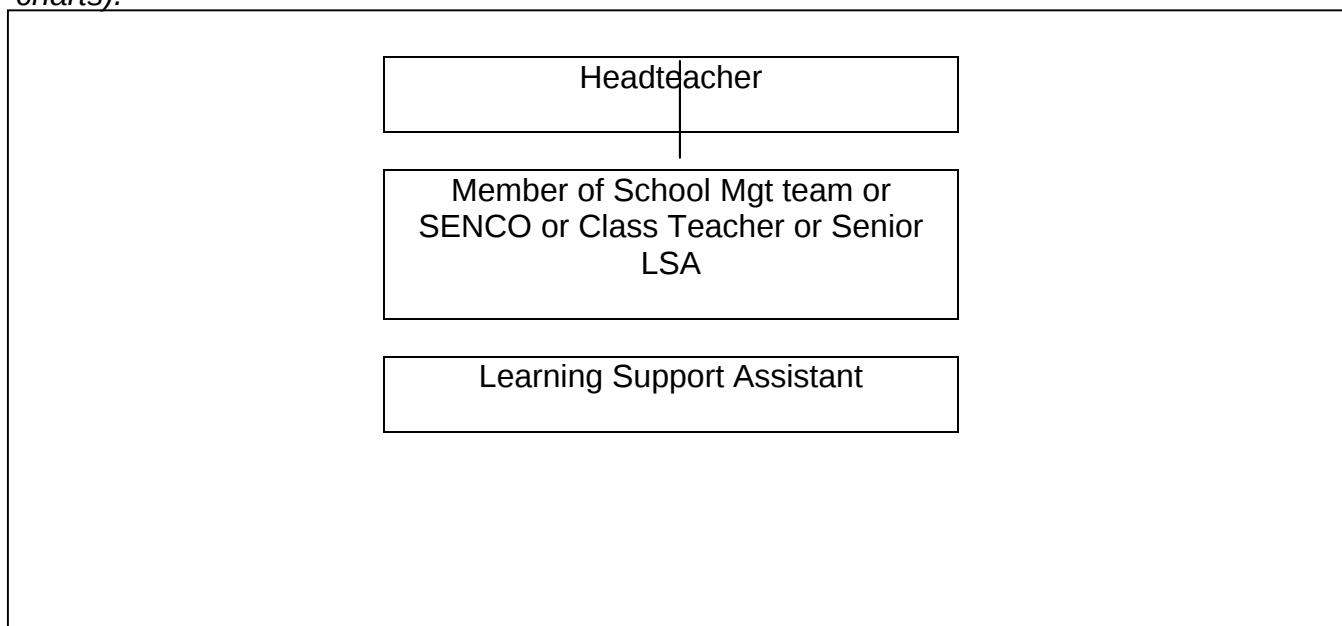
ROLE PROFILE FORM

Section A

Role profile ref:	02130
Department/Section:	Education (Schools)
Role Title:	Learning Support Assistant (LSA) Level 1 (Generic) (also covers posts called Teaching Assistants, Special Teacher Assistants, Special Needs Assistants and Classroom Assistants)
Reports To - (Supervisor/manager's role title) :	Member of School Management Team or Special Educational Needs Co-ordinator (SENCO) or Class Teacher or Senior LSA
Role Purpose: (why the role exists)	To work in partnership with the teacher to foster effective participation of pupils in the social and academic processes of the school

Section B Organisation

Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).



Section C**ROLE REQUIREMENTS**

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

Accountabilities	Accountability Statements	% of Time
Support for pupils	- Working with individual or groups of children ,assist in ensuring pupils are kept on task and complete activates set by teachers - Deal with behavioural and special needs issues in conjunction with the teacher	50
Support for teachers	- Help implement lesson plans - Provide feedback to pupils in conjunction with the headteacher	15
Support for curriculum	- Assist the teacher with testing and assessment - Review progress of pupils against learning programmes	15
Support for the school	- Implement curriculum policies - Detect signs of behavioural issues - Work with outside agencies - Playtime supervision	15
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace	5

Section D -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.
- A Level 1 LSA would not normally carry a specific specialist responsibility.

Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- Role dimensions vary according to the experience of the LSA
- 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)
- Written reports required from LSAs are detailed and complicated especially if they are addressing complicated pupil needs

Section F - The main contacts – external/internal customer contacts and purpose

- Internal (in school) – pupils, other colleagues, teachers, headteacher, special needs governor, other members of governing body
- External (outside school) – (usually under the direction of the teacher) 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

Section G - 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
- Trained to undertake very personal/intimate medical work for children with special needs
- Manual handling responsibilities
- Skilled in restraint techniques for dealing with difficult children
- 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
- Health & Safety responsibility for self, children and area which is particularly demanding in a child-centred environment

Section H - Context/additional information

- 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
- The size and type of school 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 require constant pupil contact and there is no provision for attendance when children are not there.
- The role is becoming acknowledged, nationally and locally, as an important part of the solution to the current teacher workload problem.

PROGRESSION IN ROLE**Section I - Entry: Necessary role-related knowledge, skills and experience at selection**

- Empathy with pupils and sympathetic to their needs
- Basic literacy and numeracy skills
- Good communication skills and able to clarify and explain instructions clearly
- Professionally discrete and able to respect confidentiality on particular issues
- Well developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people
- Team Worker

Section J – Initial induction/training required to become effective in the role

**Estimated time to become
operationally effective**

6-8 months

Induction 3-6 months

- attendance at LEA induction course for LSAs
- “shadowing” experienced LSA in school
- knowledge of school and school systems/policies
- understanding of curriculum, particularly literacy and numeracy requirements
- approach towards pupil discipline and behaviour
- relationship between and respective responsibilities of teacher and LSA
- professional relationships between staff and pupils
- support from “mentor” LSA
- manual handling skills
- developing health and safety knowledge
- independent working, supported by teacher, with groups of or individual children

Section K – Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards pupil discipline
- Good organisational ability
- Able to work at a basic level with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans)
- Able to monitor and record pupil progress
- Competent in working with group of pupils with some supervision from the teacher
- Ability to apply knowledge and skills from training in practical classroom context

Section L - Adding value: What characteristics will the advanced role holder demonstrate?

- Flexible in relation to tasks undertaken and groups/children allocated
- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- 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)
- Possession (especially in Special Schools) of specialist qualification/skills (e.g. Makaton) to deal with needs of particularly challenging pupils