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Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

## **ROLE PROFILE FORM**

# Section A

Role profile ref: 02130 Department/Section: Education (Schools)

sistant (LSA) Level 1 (Generic) ( also covers posts		
called Teaching Assistants,		
Special Teacher Assistants, Special Needs Assistants		
and Classroom Assistants)		
Member of School Management Team or		
e): Special Educational Needs Co-ordinator		
(SENCO) or Class Teacher or Senior LSA		
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).

Headteacher

Member of School Mgt team or SENCO or Class Teacher or Senior LSA

Learning Support Assistant

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#### 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 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	% of with the headteacher Support for curriculum • Assist the teacher with testing and assessment • Review progress of pupils against learning Time 50
Support for	
<ul><li>teachers</li><li>Help implement lesson plans</li><li>Provide feedback to pupils in conjunction</li></ul>	15

programmes <sup>15</sup>

# Support for the

school • Implement curriculum policies

<ul> <li>15</li> <li>Corporate and</li> <li>Detect signs of behavioural issues</li> <li>Work with outside agencies</li> </ul>	and statutory initiatives - equalities/health and safety/e government/ sustainability 5 statutory policies and requirements and apply these in the workplace

- Playtime supervision
- Maintain an awareness of school, national

# 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.

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# <u>Section E</u> - 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

# <u>Section G</u> - 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.

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### **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 operationally effective 6-8 months Induction 3-6 months

### Estimated time to become

- 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

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# 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

# <u>Section L</u> - 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

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