

HAMPSHIRE COUNTY COUNCIL

**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)

**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).*

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.*

**% of**

**Accountabilities**  
**Accountability Statements**  
**Support for pupils** • 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 issues in conjunction with the teacher

with the headteacher

**Support for**

**curriculum** • Assist the teacher with testing and assessment • Review progress of pupils against learning

**Time** 50

**Support for**

**teachers** • Help implement lesson plans  
• Provide feedback to pupils in conjunction

15

programmes 15

**Support for the**

**school** • Implement curriculum policies  
15

and statutory initiatives - equalities/health and safety/e government/ sustainability

Corporate and  
• Detect signs of behavioural issues • Work with outside agencies

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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## **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



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

**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

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