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.

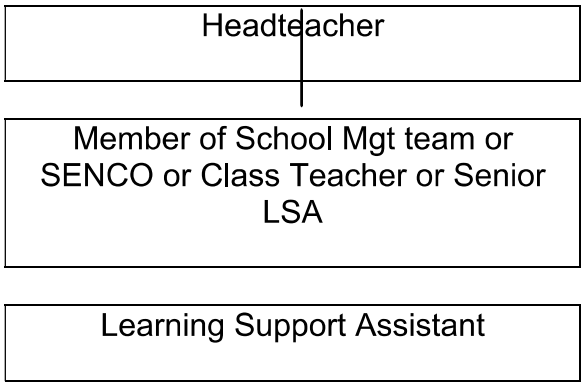
ROLE PROFILE FORM

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).



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