

**Peel Common Junior School**

**Role profile 02131**

**LSA Grade C**

**Reports to: Class teacher and SENCO.**

Role purpose:

To work in partnership with the teacher to foster effective participation of pupils in the social and academic processes of the school.

**Accountabilities.**

**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

**Support for teachers**

* Help implement lesson plans
* Provide feedback to pupils without reference to the teacher
* Take small class of small group of pupils for defined activities e.g. reading, in the presence of a class teacher

**Support for the curriculum**

* Contribute with teacher to lesson contents and aims
* Support and work with teacher in testing / assessment

**Support for the school.**

* Carry specific specialist responsibility and support other staff in this area when needed
* In conjunction with teacher, liaise with parents on pupil progress

**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

**The key decision making areas in the role**

A Level 2 LSA will implement lesson plans, deal with pupil behaviour and make judgements about pupil progress/pupil needs without reference to the teacher

• A Level 2 LSA, whilst working under the general direction of the teacher, will work unsupervised and without the close presence of the teacher.

• A Level 2 LSA, due to training and expertness, will normally carry a specific specialist responsibility (e.g. speech therapy) and support other staff in the school when help is needed in this area

**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 2 LSA carries supervisory/induction/mentoring responsibility for other LSAs and, if they hold a specialist qualification, will also guide teaching staff in this area. They will also brief and support new staff (including teachers) on the stage of development of pupils.

• Written reports required from LSAs are detailed and complicated especially if they are addressing complicated pupil needs

• A Level 2 LSA undertakes periodic whole class supervision in the temporary, short-term absence of the class teacher.

**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

• May be 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**

• There is a multi-role aspect to this job in that the expertise of the Level 2 postholder will affect the depth and range of support the class teacher can expect

• It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and teachers. It may acquire 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

• Trained at least to NVQ2 standard

• Minimum of 3 year’s relevant experience in a teaching/learning/child support working environment

• 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**

* 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 an advanced 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 without direct supervision from the teacher
* Ability to apply knowledge and skills from training in practical classroom context
* 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

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

* Specialist and recognised responsibility which entails leading on particular issue (e.g. SCIP) in school and spreading techniques and expertise to other staff
* Inputting to and, where appropriate, leading on professional development of school staff during in-service activity
* Recognised for expertise in school and, possibly, more widely in LEA
* Taking responsibility for whole class under the overall direction and during temporary absence of teacher
* Management/deployment of other LSAs
* Mentoring of other LSAs
* Support for the induction of other staff in the school including, in appropriate circumstances, teaching staff
* Able, under the overall direction of the teacher, to take responsibility for meetings with external school contacts e.g. parents, education psychologist, GP.