



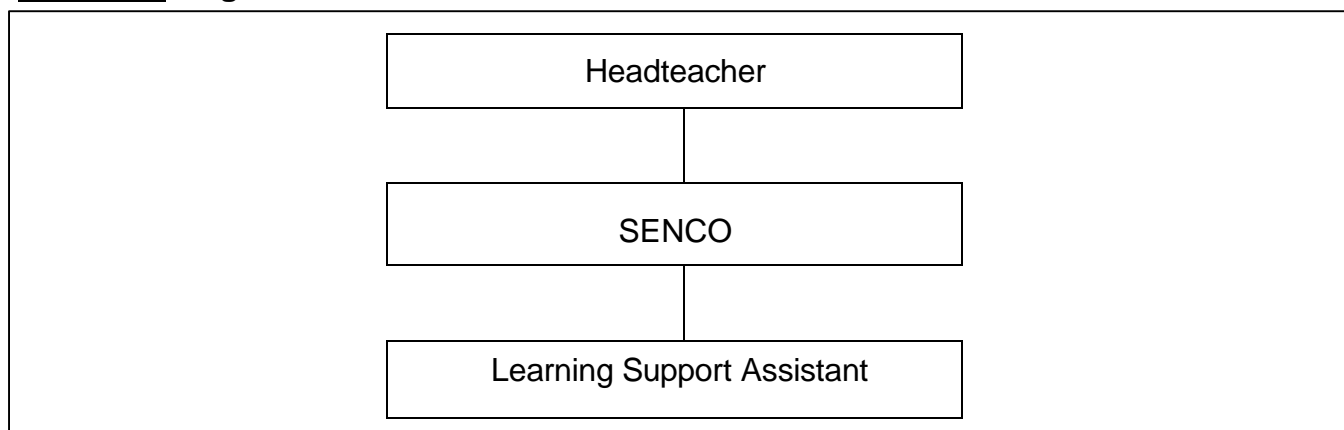
Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance 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:	02131
Department/Section:	Education (Schools)
Role Title:	Learning Support Assistant (LSA) (Generic) <i>(also covers posts called Teaching Assistant(TA), Special Teacher Assistants, Special Needs Assistants and Classroom Assistants)</i>
Reports To - (Supervisor/manager's role title) :	Headteacher or Special Educational Needs Co-ordinator (SENCO)
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



Section C

ROLE REQUIREMENTS

These are 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	<ul style="list-style-type: none"> Working with individuals or groups of children, assist in ensuring pupils are kept on task, learn intended outcomes and complete activities set by teachers Manage behavioural, social, emotional and SEND needs consistently in conjunction with the teacher 	25

Support for teachers	<ul style="list-style-type: none"> Support with preparation and implementation of lessons Provide specific feedback to pupils without reference to the teacher using agreed approaches. Cover classes or groups of pupils for defined activities under the direction of a class teacher. 	25
Support for curriculum	<ul style="list-style-type: none"> Contribute with teacher to lesson content and aims Support and work with teachers in testing / assessment, contributing assessment information to the teacher 	25
Support for the school	<ul style="list-style-type: none"> Carry specific specialist responsibility and support other staff in this area when needed Support the school through contribution to the team and through wider school events. 	20
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	<ul style="list-style-type: none"> Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace Keep own CPD up to date as required and directed. 	5

Section D -The key decision making areas in the role

- An LSA in this role will implement lesson plans, deal with pupil behaviour and make judgements about pupil progress/pupil needs without reference to the teacher
- An LSA in this role, whilst working under the general direction of the teacher, will work unsupervised and without the close presence of the teacher.
- An LSA in this role, with relevant training and ability, will normally carry a specific specialist responsibility (e.g. lead an element of school practice) 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
- An LSA in this role will not generally carry supervisory responsibility but may be asked to mentor/buddy other LSAs for induction or support purposes.
- An LSA in this role will not be required to submit written reports but may be required to contribute information to the SENCo or when handing over.
- An LSA in this role may be required to undertake periodic whole class supervision in the temporary, short-term absence (Up to 3 days) of the class teacher. Support and full planning will be provided in these circumstances.

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 and advisors, 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, attractive, purposeful working environment.
- External working on trips, educational visits etc
- May be trained to undertake very personal/intimate medical or ICT (Intimate care and toileting) work for children with special needs
- Manual handling responsibilities
- Skilled in restraint techniques for when required for keeping 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 any other relevant areas to keep everyone safe 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 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 this 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 all pupils' needs
- Desirable - 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 - GCSE pass in Maths and English
- 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 willing to go 'over and above' for the school and team

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 suitable training, such as LEA induction course for LSAs
- “shadowing” experienced LSA in school as appropriate
- knowledge of school and school systems/policies including safeguarding
- 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” or “buddy” LSA
- manual handling skills
- developing health and safety knowledge including through training
- 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 assess, 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 classes/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 of specialist qualification/skills (e.g. Makaton) to deal with needs of children with SEND.
- Ability to effectively teach reading and phonics to groups and classes using the school approach.

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

- Recognised responsibility which entails leading in a particular area (e.g. ATAS, JRSOs. Play Leaders, wellbeing, Eco-Council) 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, particularly when disseminating own training.
- Recognised for expertise and contribution 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/support of other LSAs
- Mentoring or Buddying 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.