

**Peel Common Junior School**

**Role profile 02130**

**LSA Grade B**

**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

**Support for the curriculum**

* Review progress of pupils against learning programmes
* Assist the teacher with testing / assessment

**Support for the school.**

* Implement curriculum policies
* Detect signs of behavioural issues
* Work with outside agencies
* Playtime supervision

**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 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
* 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
* 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.
* 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**

* Experienced LSA mentor in school , supervision offered weekly.
* 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)
* Demonstrate some skills of communication and interaction (e.g Makaton) or previous training in trauma, attachment, ASD, ADHD.