

ROLE PROFILE & LOCAL DUTIES

Data Protection Act 1998. The information you provide on this form is to enable Hampshire County Council to evaluate the role. The information may also be used, in full or part, to support other processes such as performance development review, induction, recruitment and training and development. The information will be stored electronically and in hard copy format and made available to only 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 Number:	02496	
Role Profile Date:	27.09.11	
DEPARTMENT:	Children's Services	
SECTION:	Schools	
GROUP/SPECIALISM:	N/A	
ROLE TITLE IN FULL:	Learning Support Assistant Level 2 (Generic)	
SAP ROLE TITLE:	N/A	
NEW ROLE PROFILE DATE OF COMPLETION:		Local Duties reviewed February 2025
REPORTS TO:	Home Liaison Manager, SLT, Head	
ROLE PURPOSE:	<ul style="list-style-type: none"> • To provide administrative support for the Home Liaison Manager & SENDCo. • To assist in the support and inclusion of all pupils. • To develop learning activities/programs for individual pupils or group of pupils and deliver lessons set by or with teachers or the SENDCo under the professional direction and supervision of a qualified teacher. • To plan and deliver specialist programmes for individual pupils or small groups of pupils, to develop their emotional literacy drawing upon the training and supervision from Educational Psychologists 	
ORGANISATION	<pre> graph TD HT[Headteacher] --- AH[Assistant Head] AH --- SENDCo[SENDCo] AH --- ELSA[ELSA] </pre>	

Role Profile (Cannot be changed)	Local duties reflecting role profile	
Accountabilities		
Support for pupils & teachers	<ul style="list-style-type: none"> • Produce and deliver individual programmes, such as Individual Education Plans (IEPs), ELSA programs ensuring opportunities are given for targets to be met • Develop an understanding of the specific needs of the children concerned, in consultation with the teacher • Use specialist skills to support pupils, fostering independence and/or social skills • Working with individual or groups of children, delivering specialist programmes of work/support across the school according to the needs of the children, e.g. ELS, ELSA and Sidney programs • Deal with behavioural and special needs issues in conjunction with the teacher in accordance with the Behaviour Management Policy • Liaise with, and establish constructive relationships with, outside agencies and parents as necessary, and under guidance from lead staff where appropriate/necessary/required • Work with and provide the link between outside agencies eg speech and language therapist or educational psychologist, and under guidance from teacher/SENCO, liaising with parents • Evaluate pupil responses to activities through planned observation. Provide feedback to pupils without reference to the teacher • Liaise with teachers and other support assistants about the needs and progress of children receiving additional support. If appropriate provide feedback (both written and oral) to the 	<ul style="list-style-type: none"> • Produce and deliver individual programmes, ensuring opportunities are given for targets to be met • Develop an understanding of the specific needs of the children concerned, in consultation with the teacher • Use specialist skills to support pupils, fostering independence and/or social skills • Working with individual or groups of children, delivering specialist programmes of work/support across the school according to the needs of the children • Support behavioural and special needs issues in conjunction with the teacher in accordance with the School Behaviour Policy • Liaise with, and establish constructive relationships with, outside agencies and parents as necessary, and under guidance from lead staff where appropriate/necessary/required • Work with and provide the link between outside agencies under guidance from teacher/SENDCo/Home Liaison Manager, liaising with parents • Evaluate pupil responses to activities through planned observation. Provide feedback to pupils without reference to the teacher • Liaise with teachers and other support assistants about the needs and progress of children receiving additional support. If appropriate provide feedback (both written and oral) to the teacher on pupil performance, learning obstacles, testing and assessment activities

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	<p>teacher on pupil performance, learning obstacles, testing and assessment activities</p> <ul style="list-style-type: none"> • Monitor and record progress of pupils, including assessments to identify pupils who need extra help, for example to overcome emotional difficulties • Supervise and assist small groups of pupils in activities set by the teacher (including off-site) • Develop good relationships with children and promote their self esteem • Helping the inclusion of all children, encouraging acceptance and integration of children with special needs • Assist children with physical needs (eg medical and welfare requirements) • Providing support for the delivery of the curriculum as required • Support staff who are responsible for children with special needs: suggesting coping strategies, working alongside them observing children and reporting to teacher/SENCO, organising training if required, organising additional help, if required • Successfully and confidently supervise a large group of/whole class of children using activities planned by the teacher in advance • Assist with induction of new LSAs 	<ul style="list-style-type: none"> • Monitor and record progress of pupils, including assessments to identify pupils who need extra help, for example to overcome emotional difficulties • Supervise and assist small groups of pupils in activities set by the teacher (including off-site) • Develop good relationships with children and promote self-esteem • Help with the inclusion of all children, encouraging acceptance and integration of children with special needs • Assist children with physical needs (eg medical and welfare requirements) • Provide support for the delivery of the curriculum as required • Support staff who are responsible for children with special needs, suggesting coping strategies, working alongside them, observing children and reporting to teacher/SENDCo, organising training if required, organising additional help, if required • Successfully and confidently supervise a large group of/whole class of children using activities planned by the teacher in advance • Assist with induction of new LSAs
<p>Administrative /support activities</p>	<ul style="list-style-type: none"> • Carry out administrative/clerical tasks for the class teacher including preparing classroom materials, laminating, display work, filing • Assist in marking children's work • Take responsibility for the day to day operation of the school's SEN policy, for coordinating 	<ul style="list-style-type: none"> • Take responsibility for the day-to-day operation of the school's wellbeing support for pupils, coordinating provision and for managing specialist resources • Draft ideas for new personal plans • Work in partnership with class teacher, Home Liaison Manager and SENDCo on identification

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	<p>provision and for managing specialist resources</p> <ul style="list-style-type: none"> • Organise annual reviews for children with statements of SEN • Coordinate statementing procedures, if required • Draft ideas for new IEPs • Work in partnership with class teacher and SENCO on identification and diagnostic procedures • Arrange for testing to be carried out for children who show clear indications of having special needs • Administer SEN assessment procedures within the school • Assist with testing as required (eg DEST testing for children in Yr R , half-yearly testing in spelling & reading) • Keep up to date with SEN resources and developments, through courses, discussions with colleagues, cluster meetings etc • Ensure that children's SEN files are kept up to date • Ensure appointments with external agencies are set up and communicated to all relevant parties and subsequent reports are distributed as appropriate. • Maintain an up to date inventory of resources. Organise storage and accessibility of SEN resources, including IC , ensuring correct use and care of them through training and advice. Liaise with staff regarding the purchase of new resources to support learning. • Prepare bids, in consultation with SENCO • Keep Governors informed through contact with the Governor with responsibility for SEN • Work with Head, SENCO and SEN Governor to review and 	<p>and diagnostic procedures</p> <ul style="list-style-type: none"> • Assist with testing as required • Keep up to date with SEND and wellbeing resources and developments, through courses, discussions with colleagues, cluster meetings etc • Ensure that children's documentation in relation to wellbeing sessions are kept up to date • Keep Governors informed as required
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	develop the schools SEN policy each year	
Corporate and statutory initiatives - equalities/health & safety/ 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 • To comply with all Health and Safety rules and safe working practices 	<ul style="list-style-type: none"> • Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace • To comply with all Health and Safety rules and safe working practices

Key Decision-Making Areas in the Role	
To implement/deliver individual programmes, such as lesson plans and IEPs, deal with pupil behaviour and make judgements about pupil progress/pupil needs without reference to the teacher.	To implement/deliver individual programmes, support with pupil behaviour and make judgements about pupil progress/pupil needs without reference to the teacher.
Whilst working under the general direction of the Teacher/SENCO, will work unsupervised and without the close presence of the teacher.	Whilst working under the general direction of the Teacher/SENDCo/Home Liaison Manager, will work unsupervised and without the close presence of the teacher.
Due to training and expertise will normally carry out specialist responsibility, and support and train other staff in the school when help is needed in this area.	Due to training and expertise will normally carry out specialist responsibility, and support and train other staff in the school when help is needed in this area.

Role Dimensions – financial (e.g. budgets) and non-financial units (e.g. workload, customers/staff)	
<ul style="list-style-type: none"> • Role dimensions will vary according to experience • If they hold a specialist qualification, the postholder will guide teaching and support staff in this area, supervised as necessary by the specialist service, such as the Educational Psychology Service • They may induct, supervise and mentor new staff within their area of expertise and brief staff (including teachers) on the stage of development of pupils. • Written reports required are detailed and complicated especially if they are addressing complicated pupil needs. • May undertake periodic whole class supervision in the short-term absence of the teacher. 	<ul style="list-style-type: none"> • Role dimensions will vary according to experience • If they hold a specialist qualification, the postholder will guide teaching and support staff in this area, supervised as necessary by the specialist service, such as the Educational Psychology Service • They may induct, supervise and mentor new staff within their area of expertise and brief staff (including teachers) on the stage of development of pupils. • Written reports required are detailed and complicated especially if they are addressing complicated pupil needs. • May undertake periodic whole class supervision in the short-term absence of the teacher.

Main Contacts – external/internal customer contacts and purpose	
<p>Internal (in school)</p> <ul style="list-style-type: none"> • Pupils, other colleagues, teachers, headteacher, special needs governor, other members of governing body <p>External (outside school) – (usually under the direction of the teacher, SENDCo or Home Liaison Manager)</p> <ul style="list-style-type: none"> • 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 	<p>Internal (in school)</p> <ul style="list-style-type: none"> • Pupils, other colleagues, teachers, headteacher, special needs governor, other members of governing body <p>External (outside school) – (usually under the direction of the teacher, SENDCo or Home Liaison Manager)</p> <ul style="list-style-type: none"> • 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

Working Conditions – environmental and physical factors, physical effort or strain and frequency of occurrence:	
<ul style="list-style-type: none"> • 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 may be especially challenging and difficult, and deal with racial/abusive language and bullying • Health and safety responsibility for self, children, and area which is particularly demanding in a child-centred environment 	<ul style="list-style-type: none"> • 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 • 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

Role requirements for operational effectiveness	
<ul style="list-style-type: none"> • Firm sensitive and effective approach towards pupil discipline where appropriate • Good organisational ability • Ability to work at an advanced level 	<ul style="list-style-type: none"> • Firm, sensitive and effective approach towards pupil discipline which reflects the School's behavioural approach and Behaviour Policy. • Good organisational ability

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<p>with the teacher/SENCO in planning and delivery of teaching and/ or development activities (especially those defined in IEPs)</p> <ul style="list-style-type: none"> • Ability to deliver IEPs where appropriate • Ability to implement individual behaviour management plans where appropriate • Ability to monitor, evaluate and record pupil progress and development • Competent in working with individuals and groups of pupils without direct supervision • 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 with external contacts (eg parents, education psychologists, speech therapist etc) • Possession (particularly in special schools) of specialist qualification/skills to deal with the needs of particularly challenging pupils • Work constructively as part of the SENCO team as well as class team, understanding roles, responsibilities and own position within these. • Specialist and recognised responsibility which entails leading on a particular issue 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 LA 	<ul style="list-style-type: none"> • Ability to work at an advanced level with the teacher/SENCO in planning and delivery of teaching and/ or development activities (especially those defined in IEPs) • Ability to deliver IEPs where appropriate • Ability to implement individual behaviour management plans where appropriate • Ability to monitor, evaluate and record pupil progress and development • Competent in working with individuals and groups of pupils without direct supervision • 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 with external contacts (eg parents, education psychologists, speech therapist etc) • Work constructively as part of the SENDCo and Home Liaison team as well as class team, understanding roles, responsibilities and own position within these. • Specialist and recognised responsibility which entails leading on a particular issue 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 LA • Taking responsibility for whole-class under the overall direction and during the temporary absence of the teacher • Training and mentoring of other LSAs
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<ul style="list-style-type: none"> • Taking responsibility for whole class under the overall direction and during the temporary absence of the teacher • Management/deployment, training and mentoring of other LSAs within area of expertise • May support the induction of other staff (including teachers) as appropriate • Ability, under the overall direction of the teacher, to take responsibility for meetings with external school contacts eg parents, education psychologist, speech therapist • Training in the relevant strategies eg a particular curriculum or learning area eg bi-lingual, sign language, Makaton ASD 	<p style="text-align: center;">within area of expertise</p> <ul style="list-style-type: none"> • May support the induction of other staff (including teachers) as appropriate • Ability, under the overall direction of the teacher, to take responsibility for meetings with external school contacts eg parents, education psychologist, speech therapist • Demonstrates an understanding and awareness of child behaviour which then influences the postholder's support for the child. • Proactive and reactive in support for pupils' learning and behaviour
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Context/Additional Information	
<ul style="list-style-type: none"> • 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/SENCO can expect • It has a high confidentially 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 needs 	<ul style="list-style-type: none"> • 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/SENDCo/Home Liaison Manager can expect • It has a high-confidentially 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 • 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 needs

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Corporate Values	
Values	What this means in this job role
<i>Dedication</i>	Be dedicated to providing the highest quality of teaching and learning, supporting children to overcome barriers which may be preventing them from succeeding.
<i>Empathy</i>	Empathise with pupils, especially those with additional needs, and make reasonable adjustments accordingly. Show empathy in the way behavioural issues are resolved, listening to all sides of the story without judgement. Ensure that children are not shouted at and are treated with respect and dignity.
<i>Forgiveness</i>	Show and model forgiveness in the way behavioural issues are resolved, listening to all sides of the story without judgement. Start each communication afresh, even if there have been previous challenges with that person, speaking and acting with respect, even when none is shown in return
<i>Generosity</i>	Show understanding and flexibility when providing support to pupils.

Key Safeguarding Duties	
Safeguarding is everyone's responsibility	
Observance	Have professional curiosity – asking questions and thinking, “ <i>It could happen here.</i> ”
Listening	Listen to the child, using TED (Tell...Explain...Describe...) to elicit further information and clarity.
Reporting	Report urgent concerns verbally to a member of the Safeguarding Team.
Responding	Take action to safeguard the child. If in doubt, ask a member of the Safeguarding Team for guidance. Remember, although it may be a difficult conversation and you may have a good relationship with the adult concerned, your first responsibility is to the child.
Recording	Record on CPOMS, in as much detail as possible, exactly what happened, quoting what the child has said wherever possible and the action you have taken, including what you said to the child's parents.