

ROLE PROFILE FORM

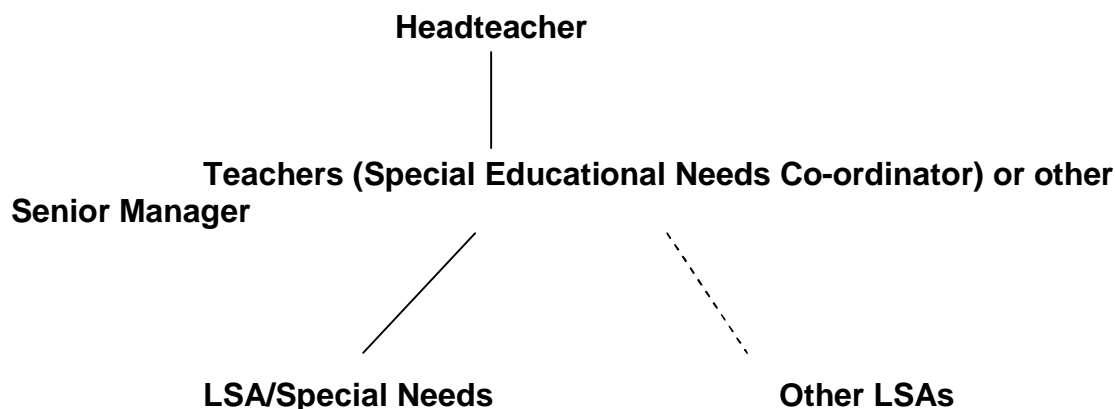
Data Protection Act 1998. The information you provide on this form is to enable Hampshire County Council to evaluate the role. The information may also be used, in full or part, to support other processes such as performance development review, induction, recruitment and training and development. The 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

- 1. DEPARTMENT:** Children's Services
- 2. SECTION:** Schools
- 3. GROUP/SPECIALISM**
- 4. ROLE TITLE IN FULL :** LSA / Special Needs or Emotional Literacy
- 5. SAP ROLE TITLE**
(see Guidance Notes)
- 6. NEW PROFILE Yes**
DATE OF COMPLETION 27.09.11
- 7. REPORTS TO**
(Supervisor/manager's role title) Classroom Teacher/Special Educational Needs Co-ordinator (SENCO) or other senior manager
- 8. ROLE PURPOSE : To work with pupils with special needs. This may include:**
 - To provide administrative support for the SENCO.
 - 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 SENCO 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

9. ORGANISATION

Please provide a simple line drawing indicating where the role sits within the organisation in the box below.



10. ACCOUNTABILITIES

Identify the most significant responsibilities of the role. Accountability statements are the key functions of the role which in combination make up the main purpose.

Please list the statements in order of the amount of time spent on each separate accountability, starting with the accountability that the role holder would spend the most time on decreasing to the accountability that they would spend the least time on. Please do not write paragraphs of information. Complete a separate statement for each separate accountability. Guidance on the drafting of accountability statements is fully set out in the accompanying guidance notes.

- *‘Corporate and statutory initiatives’ is a common accountability across all roles within Hampshire County Council and has already been included on the form. Please include a statement as to how this accountability applies to the role (although this accountability appears at the bottom of the list this does not indicate that this accountability is seen as less important than any of the other accountabilities)*

Support for pupils and teachers

- 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 teacher on pupil performance, learning obstacles, testing and assessment activities
- 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

Administrative/support activities

- 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 provision and for managing specialist

resources

- 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 ICT , 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 develop the schools SEN policy each year

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
- To comply with all Health and Safety rules and safe working practices.

11. 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.
- Whilst working under the general direction of the Teacher/SENCO, 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.

12. ROLE DIMENSIONS - FINANCIAL (e.g. budgets) AND NON-FINANCIAL UNITS (e.g. workload, customers/staff)

(See important guidance notes on financial relationships)

- 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.

13. MAIN CONTACTS – EXTERNAL/INTERNAL CUSTOMER CONTACTS AND PURPOSE

- Internal – (school) pupils, colleagues, teachers, headteacher, special needs governor, other members of the governing body.
- External – (Outside school) Usually under the direction of the teacher/SENCO – parents/guardians/carers, Educational Psychologist, other LA specialist colleagues, GP's, Occupational therapists/physiotherapists, outside contractors, specialist groups on educational visits, students, escorts, police

14. WORKING CONDITIONS – ENVIRONMENTAL AND PHYSICAL FACTORS, PHYSICAL EFFORT OR STRAIN AND FREQUENCY OF OCCURRENCE.

- 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

15. ROLE REQUIREMENTS FOR OPERATIONAL EFFECTIVENESS

Please state the essential skills, qualifications and types of experience which are required for operationally effective service delivery. Additional and desirable, attributes or qualifications, e.g. a degree or membership of a professional body should only be included, where the employing department believes that the role cannot be effectively performed without it.

Entry: Necessary role-related knowledge, skills and experience at selection

- Empathy with pupils and sympathetic to their needs
- Trained at least to NVQ 2 standard
- Specialist training /qualification such as ELSA training and supervision delivered by the Educational Psychology Services
- Minimum 3 yrs relevant experience in a teaching/learning/ child support working environment
- Good literacy/numeracy skills
- Good communication skills and ability to clarify and explain instructions clearly
- Professionally discreet and able to respect confidentiality
- Can use ICT effectively to support learning
- Well developed interpersonal skills enabling effective relationships with a variety of different people
- Team worker

Initial induction/training required to become effective in the role

Estimated time to become operationally effective – Up to 6 months

Induction 3 months

- Attendance at LA induction course for LSAs
- Shadowing experienced LSAs in school
- Knowledge of school and school systems and policies
- Understanding of curriculum, particularly literacy and numeracy requirements

- Approach towards discipline and behaviour
- Relationship between and respective responsibilities of teacher/SENCO and LSA/SN
- Professional relationship between staff and pupils
- Manual handling
- Developing Health and Safety knowledge
- Independent working, supported by teacher/SENCO with groups or individual children

Operationally effective: How would effectiveness in the role be demonstrated?

- Firm sensitive and effective approach towards pupil discipline where appropriate
- Good organisational ability
- 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)
- 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

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

- 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
- 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

16. 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/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