

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:	02131	
Role Profile Date:	04.08.06	
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:	Class Teacher, SENDCo, SLT, Head	
ROLE PURPOSE:	To work in partnership with the teacher to foster effective participation of pupils in the social and academic processes of the school	
ORGANISATION	<pre> graph TD HT[Headteacher] --> AH[Assistant Head] AH --> SENDCo[SENDCo] AH --> CT[Class Teacher] AH --> LSA[LSA] </pre>	

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Role Profile (Cannot be changed)		Local duties reflecting role profile
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	- Working with individual or groups of children, assist in ensuring pupils are kept on task and learn what is intended - Support 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 or small group of pupils for defined activities e.g. reading, in the presence of a class teacher	- Help implement lesson plans - Provide feedback to pupils in conjunction with the teacher
Support for curriculum	- Contribute with teacher to lesson contents and aims - Support and work with teacher in testing / assessment	- Contribute with teacher to lesson contents and aims - Support and work with teacher in testing / assessment - Review progress of pupils against learning intentions
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	- Carry specific specialist responsibility and support other staff in this area when needed - In conjunction with teacher, liaise with parents on pupil progress - Work with outside agencies - Playtime supervision
Corporate and statutory initiatives - equalities/health & safety/ government/ sustainability	Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace	Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace

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	A Level 2 LSA will implement lesson plans, deal with pupil behaviour and make judgements about pupil progress/pupil

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needs without reference to the teacher	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, 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	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

Role Dimensions – financial (e.g. budgets) and non-financial units (e.g. 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	• 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

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	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

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 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	• 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

Role requirements for operational effectiveness	
• 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	• Firm, sensitive and effective approach towards pupil discipline which reflects the School's behavioural approach and Behaviour Policy. • Good organisational ability • Able to work at an advanced level with the teacher in planning and delivery of teaching activities (including those defined in personalised provision including EHCPs) • 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

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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 • 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.	• 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 • Specialist and recognised responsibility which entails leading on particular issue 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 • 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. • 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	
• 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	• 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

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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 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.	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 and there is no provision for attendance when children are not there unless undertaking training or in the preparation of resources for pupils.
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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.

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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.