

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:	02497	
Role Profile Date:	09.03.07	
DEPARTMENT:	Children's Services	
SECTION:	Schools	
GROUP/SPECIALISM:	N/A	
ROLE TITLE IN FULL:	Learning Support Assistant Level 3 (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:	Provide learning activities for classes and deliver lessons, to individuals, groups or whole class, set by or with teachers, under the professional direction and supervision of a qualified teacher and to undertake a significant whole school responsibility	
ORGANISATION	<pre> graph TD HT[Headteacher] --- AH[Assistant Head] AH --- SENDCo[SENDCo] AH --- CT[Class Teacher] AH --- LSA3[LSA 3] style LSA3 fill:#1f4e79,color:#fff </pre>	

St Thomas More's Catholic Primary School & Pre-School
JOB DESCRIPTION

Role Profile (Cannot be changed)		Local duties reflecting role profile
Accountabilities		
Support for pupils	<ul style="list-style-type: none"> • Assume whole class responsibility for teaching and learning, as directed by the teacher for a day or days at a time • Use specialist skills to support pupils, fostering independence • Assist with Individual Education Plans (IEP's) 	<ul style="list-style-type: none"> • Assume whole-class responsibility for teaching and learning, as directed by the teacher for a day or days at a time • Use specialist skills to support pupils, fostering independence • Assist with personalised provision including EHCPs
Support for teachers	<ul style="list-style-type: none"> • Working unsupervised, assist the teacher to create an appropriate learning environment • Work with the teacher in lesson planning, adjusting plans as appropriate • Evaluate pupils responses to activities through planned observation • Participate in assessment to identify pupils who need extra help to overcome learning difficulties and assess progress 	<ul style="list-style-type: none"> • Working unsupervised, assist the teacher to create an appropriate learning environment • Work with the teacher in lesson planning, adjusting plans as appropriate • Evaluate pupils' responses to activities through planned observation • Participate in assessment to identify pupils who need extra help to overcome learning difficulties and assess progress
Support for curriculum	<ul style="list-style-type: none"> • At whole class level, contribute to and implement curriculum programmes 	<ul style="list-style-type: none"> • At whole-class level, contribute to and implement curriculum programmes
Support for the school	<ul style="list-style-type: none"> • Establish constructive relationships with agencies • Supervise pupils on school trips/out of school activities • Provide training and support to staff as appropriate in area of strength/ expertise • Some limited supervisory responsibilities • Undertake a significant whole school responsibility eg 	<ul style="list-style-type: none"> • Establish constructive relationships with agencies • Supervise pupils on school trips/out of school activities • Provide training and support to staff as appropriate in area of strength/ expertise • Some limited supervisory responsibilities • Undertake a significant whole school responsibility eg SCIPS

St Thomas More's Catholic Primary School & Pre-School
JOB DESCRIPTION

	SCIPS training or significant specialist responsibility	training or significant specialist responsibility <ul style="list-style-type: none"> • Playtime supervision
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 	<ul style="list-style-type: none"> • Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace

Key Decision-Making Areas in the Role	
An LSA 3, whilst working under the general direction of the teacher, will work unsupervised and without the close presence of the teacher and will implement lesson plans, deal with pupil behaviour and make judgments about pupil progress/pupil needs without reference to the teacher.	An LSA 3, whilst working under the general direction of the teacher, will work unsupervised and without the close presence of the teacher and will implement lesson plans, deal with pupil behaviour and make judgments about pupil progress/pupil needs without reference to the teacher.
An LSA 3, due to training and expertise, will normally carry a specific specialist responsibility (eg. Speech therapy) and support and develop other staff in the school when help is needed in this area.	An LSA 3, due to training and expertise, will normally carry a specific specialist responsibility (eg. Speech therapy) and support and develop 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"> • Dimensions vary according to the experience of the LSA 3. • An LSA 3, if they hold a specialist qualification, will 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 LSA 3 are sufficiently detailed to reflect the complex needs of the pupil. (and complicated especially if they are addressing complicated pupil needs). • An LSA 3 undertakes whole class supervision for a day or days at a time in the absence of the class teacher as required and according to the needs of the school. 	<ul style="list-style-type: none"> • Dimensions vary according to the experience of the LSA 3. • An LSA 3, if they hold a specialist qualification, will 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 LSA 3 are sufficiently detailed to reflect the complex needs of the pupil. (and complicated especially if they are addressing complicated pupil needs). • An LSA 3 undertakes whole class supervision for a day or days at a time in the absence of the class teacher as required and according to the needs of the school.

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)</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)</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 and, in the case of some special schools, home/school liaison visits. Manual handling responsibilities. Skilled in physical intervention techniques (restraint techniques) for dealing with difficult children. Expected to maintain behaviour management standards of children, some of whom can be especially challenging, difficult and sometimes violent, 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 and, in the case of some special schools, home/school liaison visits. Manual handling responsibilities. Skilled in physical intervention techniques (restraint techniques) for dealing with difficult children. Expected to maintain behaviour management standards of children, some of whom can be especially challenging, difficult and sometimes violent, 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.

Role requirements for operational effectiveness	
<ul style="list-style-type: none"> Empathy with pupils and sympathetic to their needs. NVQ3 for Teaching Assistants or equivalent qualification or experience. Excellent literacy/numeracy skills. 	<ul style="list-style-type: none"> Firm, sensitive and effective approach towards pupil discipline which reflects the School's behavioural approach and Behaviour Policy. NVQ3 for Teaching Assistants or equivalent qualification or experience

St Thomas More's Catholic Primary School & Pre-School
JOB DESCRIPTION

<ul style="list-style-type: none"> • Minimum of 2 years' relevant experience in a teaching/learning/child support working environment. • Good communication skills and able to clarify and explain instructions clearly. • Can use ICT effectively to support learning. • Working knowledge of national/foundation stage curriculum, particularly literacy and numeracy requirements, and other relevant learning programmes/strategies. • Professionally discreet and able to respect confidentiality on particular issues. • Well developed interpersonal skills enabling effective relationships with a variety of people. • Team worker. 	<p>(Minimum of 2 years' relevant experience).</p> <ul style="list-style-type: none"> • Excellent literacy/numeracy/IT skills. • Good communication skills and able to clarify and explain instructions clearly. • Working knowledge of national/foundation stage curriculum, particularly literacy and numeracy requirements, and other relevant learning programmes/strategies. • Professionally discreet and able to respect confidentiality • Well-developed interpersonal skills enabling effective relationships with a variety of people. • Team worker. • 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
---	--

Context/Additional Information	
<ul style="list-style-type: none"> • There is a multi-role aspect to this job in that the expertise of the LSA 3 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 the 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 learning needs. The postholder's working hours predominantly require constant pupil contact. 	<ul style="list-style-type: none"> • There is a multi-role aspect to this job in that the expertise of the LSA 3 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 the 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 learning needs. The postholder's working hours predominantly require constant pupil contact unless undertaking training or in the preparation of resources for pupils.

St Thomas More's Catholic Primary School & Pre-School
JOB DESCRIPTION

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.