

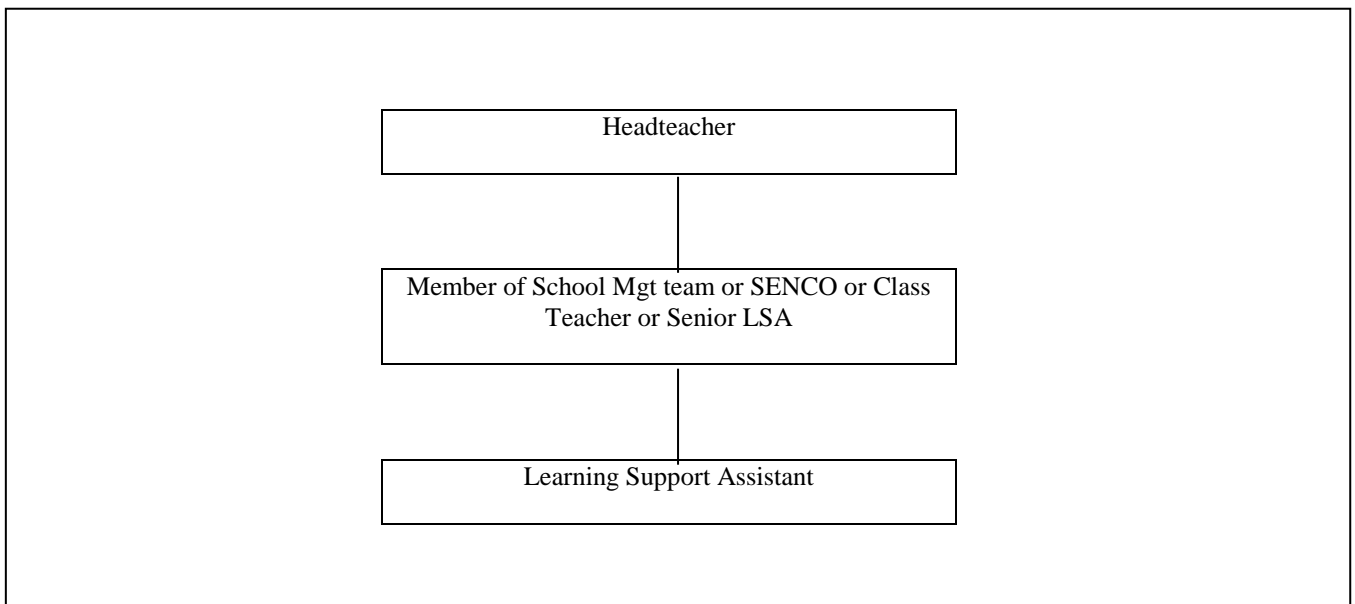
**ROLE PROFILE FORM**

**Section A**

<b>Department/Section:</b>	Education (Schools)
<b>Role Title:</b>	<b>Learning Support Assistant (LSA) Level 2 (Generic)</b>  (also covers posts called <b>Teaching Assistant(TA), Special Teacher Assistants, Special Needs Assistants and Classroom Assistants</b> )
<b>Reports To - (Supervisor/manager's role title) :</b>	<b>Member of School Management Team or Special Educational Needs Co-ordinator (SENCO) or Class Teacher or Senior LSA</b>
<b>Role Purpose:</b> (why the role exists)	<b>To work in partnership with the teacher to foster effective participation of pupils in the social and academic processes of the school</b>

**Section B Organisation**

*Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).*



**Section C**

## ROLE REQUIREMENTS

*This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.*

Accountabilities	Accountability Statements	% of Time
<b>Support for pupils</b>	<ul style="list-style-type: none"> <li>• Working with individual or groups of children, assist in ensuring pupils are kept on task and complete activities set by teachers</li> <li>• Deal with behavioural and special needs issues in conjunction with the teacher</li> </ul>	25
<b>Support for teachers</b>	<ul style="list-style-type: none"> <li>• Help implement lesson plans</li> <li>• Provide feedback to pupils without reference to the teacher</li> <li>• Take small class of small group of pupils for defined activities e.g. reading, in the presence of a class teacher</li> </ul>	25
<b>Support for curriculum</b>	<ul style="list-style-type: none"> <li>• Contribute with teacher to lesson contents and aims</li> <li>• Support and work with teacher in testing / assessment</li> </ul>	25
<b>Support for the school</b>	<ul style="list-style-type: none"> <li>• Carry specific specialist responsibility and support other staff in this area when needed</li> <li>• In conjunction with teacher, liaise with parents on pupil progress</li> </ul>	20
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	<ul style="list-style-type: none"> <li>• Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace</li> </ul>	5
<b>Section D -The key decision making areas in the role</b>		
<ul style="list-style-type: none"> <li>• A Level 2 LSA will implement lesson plans, deal with pupil behaviour and make judgements about pupil progress/pupil needs without reference to the teacher</li> <li>• A Level 2 LSA, whilst working under the general direction of the teacher, will work unsupervised and without the close presence of the teacher.</li> <li>• 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</li> </ul>		

### **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
- 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 (N.B. There is likely to be national guidance available soon on the length of a short-term absence)

### **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
- 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

### **Section H - 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 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 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.

## **PROGRESSION IN ROLE**

### **Section I - Entry: Necessary role-related knowledge, skills and experience at selection**

- Empathy with pupils and sympathetic to their needs
- Trained at least to NVQ2 standard
- Minimum of 3 year's relevant experience in a teaching/learning/child support working environment
- 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**

**Estimated time to become operationally effective**      **6-8 months**      Induction 3-6 months

- attendance at LEA induction course for LSAs
- “shadowing” experienced LSA in school
- 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 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 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

### **Section L - Adding value: What characteristics will the advanced role holder demonstrate?**

- 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.

**You have now completed the sections which will be used in job evaluation. Please continue to complete the remaining sections of the form.**