

HAMPSHIRE COUNTY COUNCIL

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 Ref: 02497

- 1. DEPARTMENT: Children's Services**
- 2. SECTION: Schools**
- 3. GROUP/SPECIALISM**
- 4. ROLE TITLE IN FULL : Learning Support Assistant 3**
- 5. SAP ROLE TITLE LSA3**
(see Guidance Notes)
- 6. NEW PROFILE : Yes**
DATE OF COMPLETION 9.3.07
- 7. REPORTS TO : Class teacher/Support Staff Manager**
(Supervisor/manager's role title)
- 8. ROLE PURPOSE : (Why the role exists)**
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

9. ORGANISATION

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

Headteacher

Class Teacher/Support Staff Manager

Higher Level Teaching Assistant/ LSA3

LSA2/ LSA1

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.

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| 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) |
| Support for the teacher | <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 |

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| Support for the curriculum | <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 SCIPS training or significant specialist responsibility |
| Corporate and statutory initiatives – equalities/health and safety/e-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. |

11. 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, 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.

12. Role Dimensions – financial (e.g. budgets) and non-financial units (e.g. workload, customers/staff)

(See important guidance notes on financial relationships)

- 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.

13. Main Contacts – external/internal customer contacts and purpose

- Internal (in school) – frequent contact with pupils to support learning and meet wider needs, other colleagues, teachers, headteacher, members of the governing body.
- External (outside school) – (usually under the direction of the teacher) parents/guardians/carers, Education Psychologist, Education Welfare Officer, other LEA specialist colleagues, outside contractors, specialist groups on educational visits, students.

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 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.
- In special schools, undertake personal/intimate medical work for children with special needs.

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.

- Empathy with pupils and sympathetic to their needs.
- NVQ3 for Teaching Assistants or equivalent qualification or experience.
- Excellent literacy/numeracy skills.
- 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.

16. Context/Additional Information

- 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.