



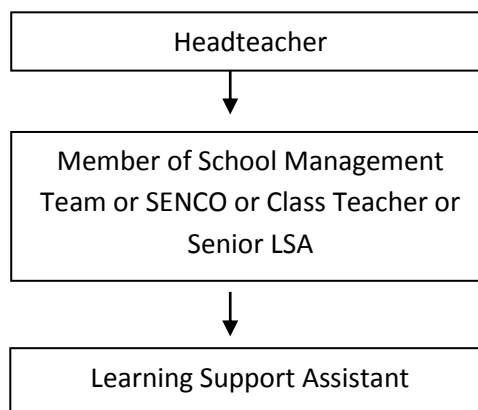
NOADSWOOD

Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Noadswood to evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Noadswood staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

ROLE PROFILE FORM

| | |
|---|--|
| Section A Role profile ref: | 02131 |
| Department/Section: | Education (Schools) |
| Role Title: | Learning Support Assistant (LSA) Level 2 (Generic) (also covers posts called Teaching Assistant(TA), Special Teacher Assistants, Special Needs Assistants and Classroom Assistants) |
| Reports To - (Supervisor/manager's role title) : | Member of School Management Team or Special Educational Needs Co-ordinator (SENCO) or Class Teacher or Senior LSA |
| Role Purpose: (why the role exists) | To work in partnership with the teacher to foster effective participation of pupils in the social and academic processes of the school. To provide support for our physically disabled students. |

Section B Organisation



Section C

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.

ROLE REQUIREMENTS

| Accountabilities | Accountability Statements | % of Time |
|--|---|------------------|
| Support for pupils | <ul style="list-style-type: none">• 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 | 25 |
| Support for teachers | <ul style="list-style-type: none">• 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 | 25 |
| Support for curriculum | <ul style="list-style-type: none">• Contribute with teacher to lesson contents and aims• Support and work with teacher in testing / assessment | 25 |
| Support for the school | <ul style="list-style-type: none">• Carry specific specialist responsibility and support other staff in this area when needed• In conjunction with teacher, liaise with parents on pupil progress | 20 |
| 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 | 5 |

Section D -The 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 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, 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

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.