**Learning Support Assistant Role Profile**

Role profile ref: 02130

Role Title: Learning Support Assistant (LSA) Level 1 (Generic)

( also covers posts called Teaching Assistants,

Special Teacher Assistants, Special Needs Assistants

and Classroom Assistants)

Reports To -Member of School Management Team or Special Educational Needs Co-ordinator (SENCO) or Class Teacher

Role Purpose:To work in partnership with the teacher to foster effective participation of pupils in the social and academic processes of the school

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| **Accountabilities** | **Accountability Statements** | **% of Time** |
| **Support for pupils** | Working with individual or groups of children, assist in ensuring pupils are kept on task and complete activities set by teachersDeal with behavioural and special needs issues in conjunction with the teacher | 70 |
| **Support for teachers/curriculum** | Provide feedback to pupils in conjunction with the class teacher/SENDCoAssist the teacher with assessment.Run specific intervention programmes and review progress of pupils against learning outcomes. | 10 |
| **Support for the school** | Implement curriculum policiesDetect signs of behavioural issuesWork with outside agenciesPlaytime supervision | 15 |
| **Corporate and statutory initiatives - equalities/health and safety/e-government/ sustainability** | Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace | 5 |

The key decision making areas in the role

A Level 1 LSA will implement lesson plans, deal with pupil behaviour and make judgements about pupil progress/pupil needs normally in conjunction with the teacher

The shape of a Level 1 LSA’s work will be broadly determined by the teacher.

A Level 1 LSA would not normally carry a specific specialist responsibility.

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

Written reports required from LSAs are detailed and complicated especially if they are addressing complicated pupil needs

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

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

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

Expected to manage children’s welfare and sometimes personal care which may include first aid and contact with bodily fluids (training and appropriate PPE are available)

Context/additional information

It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and teachers.

It acquires 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.

Entry: Necessary role-related knowledge, skills and experience at selection

Empathy with pupils and sympathetic to their needs

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

Initial induction/training required to become effective in the role

Estimated time to become operationally effective 6-8 months

Induction 3-6 months

“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