



Person Specification

Post Title: Learning Assistant Level 3 (Senior Learning Assistant)

Knowledge	E = Essential D = Desirable	Identified By
Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.	E	A,R
Working knowledge and understanding of principles of child development, learning styles and independent learning	E	A,R
Working knowledge of relevant policies/codes of practice/legislation	E	A,R
Understanding of inclusion, especially within a school setting	E	A,R,I
Experience of resources preparation to support learning programmes	E	A,R,I
Skills and Abilities	E = Essential D = Desirable	Identified By
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E	A,R
Ability to build and maintain effective working relationships with all pupils and colleagues	E	A,R
Ability to promote a positive ethos and role model positive attitudes	E	A,R,I
Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	E	A,R
Ability to adapt own approach in accordance with pupil needs	E	A,R
Excellent personal numeracy and literacy skills	E	A,R
Effective use of ICT to support learning	D	A,R
Qualifications	E = Essential D = Desirable	Identified By
Relevant experience of working with children in an educational setting (within specified age range/subject area)	E	A
NVQ III or equivalent in teaching assistance or relevant experience	D	A
Requirement to complete DfES Teacher Assistant Induction Programme	E	A

Willingness to participate in relevant training and development opportunities	E	AR,I
Training in the literacy/numeracy strategy	E	A
Training in Special Educational Needs strategies	D	A
Willingness to undertake appointed person certificate in first aid administration	D	A
Specialist subject knowledge SPECIFY KNOWLEDGE AREA	E	A
Professional Values and Practice	E= Essential D= Desirable	Identified by
High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	E	R
Ability to build and maintain successful relationships with pupils, treat them consistency, with respect and consideration, and demonstrate concern for their development as learners	E	R
Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	E	R,I
Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice	E	R,I
Able to liaise sensitively and effectively with parents and carers recognising role in pupils' learning	E	A,R
Able to improve their own practice through observations, evaluation and discussion with colleagues	E	A,R
Other Circumstances	E = Essential D = Desirable	Identified By
An ability to fulfil all spoken aspects of the role with confidence through the medium of English	E	Interview