**PERSON SPECIFICATION**

**Learning Support Assistant**

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| **General heading** | **Detail** | **Examples** |
| **Qualifications & Experience** | Specific qualifications & experience | Successful recent experience of working to support children’s learning, gained in a relevant environment. GCSE (or equivalent) Grade C or above Maths and English. NVQ Level 3 for Teaching Assistants (or recognised equivalent qualification). Successful completion of induction programme.  |
| Literacy | Ability to read and write reports. |
| Numeracy | Good numeracy skills. |
| Technology | Effective use of ICT to support learning.  |
| **Communication** | Written | Ability to write reports, letters etc. |
| Verbal | Ability to use clear language to communicate information and ability to listen effectively. |
| Languages | Seek support to overcome communication barriers with children and adults. |
| Negotiating | Ability to negotiate effectively with adults and children. |
| **Working with children** | Behaviour Management | Ability to demonstrate effective implementation of the school’s behaviour management policy.  |
| SEN | Successful completion of training to support SEN students.In depth understanding of areas of learning, e.g. literacy, numeracy, Science, SEN.Knowledge of literacy/numeracy strategies. |
| Curriculum | Detailed understanding of the subject curriculum. |
| Child Development | Good understanding of child development.Ability to assess progress and performance and recommend appropriate strategies to support development. |
| Health & Well being | Understand and support the physical and emotional wellbeing of students. Ability to understand and support students with learning difficulty and/or disability. |
| **Working with others** | Working with partners | Ability to establish rapport and respectful, trusting relationships with students, their families/carers and other adults. |
| Relationships | Well-developed interpersonal skills to be able to relate well to a wide range of people.Ability to work with parents/carers to improve support for students.Ability to work effectively with a range of adults. |
| Team work | Work constructively as part of a team whilst being able to demonstrate initiative.Ability to make a proactive contribution to the work of the team supporting students, their families/carers.  |
| Information | Contribute to development and implementation of effective systems to share information  |
| **Responsibilities**  | Organisational skills | Good organisational skills.Ability to remain calm under pressure. |
| Line Management | Ability to support the work of others. |
| Time Management | Ability to manage own time effectively. |
| Creativity | Demonstrate creativity and an ability to resolve routine problems independently. |
| **General** | Policies/Code of Practice | Full working knowledge of relevant policies/codes of practice including school performance management policies. |
| Equalities | Awareness of and promotion of equality. |
| Health & Safety | Good understanding of Health & Safety. |
| Child Protection | Good understanding and effective implementation of child protection procedures.  |
| Confidentiality/Data Protection | Good understanding of procedures and legislation relating to confidentiality. |
| CPD | Demonstrate a clear commitment to develop and learn in the role.Constantly improve own practice/knowledge through self-evaluation and learning from others. |