**Level 2 Learning Support Assistant**

**Person Specification**

Elements required to undertake the job are provided under specific headings. Each element is essential or desirable as indicated by an E or D.

The final column indicates how the element will be assessed: A= through application, I= through interview process, O=through observation.

When completing your application, please ensure you demonstrate through evidence, how you meet the criteria.

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| A | Training and Qualifications |  |  |
| A1 | Two or more GCSEs at grades A-C or equivalent, including English and Maths. | E | A |
| A2 | Recent relevant SEND training. | E | A |
| A3 | National Vocational Qualifications in Supporting Teaching and Learning (Level 2 or above). | E | A |
| A4 | Recent Safeguarding Training. | E | A |
| A5 | First Aid Training | D | A |
| A6 | Team Teach Training | D | A |
|  |  |  |  |
| B | Experience |  |  |
| B1 | Experience working with children in an Early Years/Primary setting. | E | A |
| B2 | Experience of working with pupils who have Special Educational Needs and Disabilities. | E | A/I |
| B3 | Experience of working with more able pupils. | E | A/I |
| B4 | Experience of building positive relationships with people at all levels within a school. | E | A/I |
| B5 | Experience of building establishing fair, respectful, trusting, supportive and constructive relationships with pupils from EYFS to Y6. | E | A/I |
| B6 | Experience of delivering teaching and learning to individuals, groups and whole classes. | E | A |
| B7 | Experience of successful multi agency working. | D | A |
| B8 | Experience of using ICT to advance pupils’ learning, and experience of using common ICT tools for own and pupils’ benefit. | E | A/I |
| B9 | Experience of delivering breakfast interventions. | D | A |
|  |  |  |  |
| C | Professional Knowledge, Skills and Understanding |  |  |
| C1 | Knowledge and understanding of the standards for teaching assistants. | E | I |
| C2 | Knowledge and Understanding of KCSiE, safeguarding policies and procedures including Keeping Children Safe in Education. | E | I |
| C3 | Knowledge and understanding of a variety of intervention strategies. | E | I/O |
| C4 | Able to adapt activities and advance learning and / or approaches for pupils at risk of underachieving and those in need of challenge. | E | I/O |
| C5 | Able to evaluate their own learning needs, identifying and addressing any gaps in knowledge, skills or understanding and responding positively to advice and feedback. | E | A/I |
| C6 | Able to use a technology to support learning in the classroom, including email. | E | I/O |
| C7 | Monitor learners’ progress in order to provide focussed support and feedback. | E | I/O |
| C8 | Use effective positive strategies to promote positive behaviour. | E | O |
| C9 | Organise and manage learning activities in ways which keep learners safe. | E | O |
| C10 | Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people. | E | A/I |
| C11 | Understanding of the implications of GDPR and how this may impact on the role. | E | A/I |
|  |  |  |  |
| D | Professional attributes |  |  |
| D1 | Ability to communicate clearly and effectively (both orally and in writing). | E | A/I/O |
| D2 | Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential. | E | A/I |
| D3 | Awareness of child development (Age 3-11). | D | A/I |
| D4 | Willingness to undertake relevant training and CPD opportunities. | E | A/I |
| D5 | Able to work with initiative. | E | A |
| D6 | Committed to providing the best possible care for all pupils. | E | A |
| D7 | Hardworking, resilient, self-motivated, calm under pressure and adapts to change quickly. | E | A |
| D8 | Ability and willingness to work constructively and positively as part of a team | E | A |
| D9 | Willingness to contribute to the wider life of the school. | E | A/I |
| D10 | Commitment to the School’s Equal Opportunities Policy and wider school policies. | E | A/I |
| D11 | Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts. | E | A/I |
| D12 | Able to form and maintain appropriate professional relationships and boundaries with children, young people and adults including online. | E | A/I |
| D13 | Excellent organisational and time management skills. | E | A/I |
| D14 | Ability to deal with sensitive information in a confidential manner | E | A/I |
| D15 | Ability to provide a good role model to young pupils | E | A/I |