

## Level 2 Learning Support Assistant (Initially Early Years – Nursery/Reception) 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.

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	Min. 2 years of successful experience working with children in an <b>Early Years</b> 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

