



Learning Academy Partnership

Person Specification

Learning Support Assistant (LSA)

The Trust operates in accordance with a competency framework to assess the level needed to effectively deliver the role. Refer to the competency framework on final page for the level descriptors for each essential requirement.

Requirements	Essential	Desirable
Qualifications, Training and Professional Development	<ul style="list-style-type: none"> GCSE level qualification in Maths and English (or equivalent level of numeracy and literacy skills) Learning Support Qualification (or willingness to work towards) 	<ul style="list-style-type: none"> NVQ Level 2 or 3 qualification in Early Years Further or Higher Education First Aid / Paediatric First Aid Qualification
Relevant Experience	<ul style="list-style-type: none"> Upholding Christian characters of a School Trust (1) Working as a member of a team (1) Carrying out planning, organising and preparation of work as directed (1) Establishing positive and productive relationships with children (1) Providing encouragement and support to others (1) Carrying out administrative tasks such as completing and maintaining records (1) Providing constructive feedback (1) Handling complex and sensitive issues with empathy and understanding (1) 	<ul style="list-style-type: none"> Working within an education setting Previous teaching support experience with children Supporting pupils in a classroom environment, with Special Educational Needs (SEN) and Additional Learning Needs (ALN) Developing and maintaining contacts with outside agencies
Knowledge	<ul style="list-style-type: none"> Basic understanding of child social and mental development and learning (1) Safeguarding Principles and Application (1) Trust Governance (1) Academy Trust handbook and Trust Statutory Documents (1) 	<ul style="list-style-type: none"> Classroom roles and responsibilities and LSA position within these National Key Stage Curriculum (KS1 & KS2)
Skills	<ul style="list-style-type: none"> Absorbing and understanding a wide range of information (1) 	<ul style="list-style-type: none"> Active listening skills School/Education IT Systems

	<ul style="list-style-type: none"> • Business Acumen (1) • Approach to Change Management (1) • Situational Decision Making (1) • Communication (1) • Problem Solving (1) • Analytical Skills (1) • Organisational Skills (1) • IT proficiency (incl. email, spreadsheets, word processing, presentation software packages etc) (1) • Maintaining Confidentiality (1) 	
Personal Attributes	<ul style="list-style-type: none"> • Teamwork (1) • Personal Responsibility for self and impact of self on others (1) • Commercial drive to maximises value and Outcomes for Pupils (1) • Emotional Intelligence (1) • Outcomes Focused (1) 	
Values & Behaviours	<ul style="list-style-type: none"> • Purpose and values (1) • Demonstrates Ethical Practice (1) • Works Inclusively (1) • Beliefs-Led (1) 	
Other	<ul style="list-style-type: none"> • Ability to travel between sites 	

Competency Framework - General		
Competency Levels	Overview	Language Descriptors
Level 1	Work is likely to be tactical requiring limited knowledge/experience/professional qualifications	Transactional language i.e. Carries out / works with-within
Level 2	Work is likely to be focused on the day-to-day delivery of tasks. Postholders will gather information to use in their role, and use information to understand their work, organisation and profession. They'll work with and deliver immediate and short-term outcomes for their manager, colleagues and stakeholders	Co-ordinates / Advises / Assists with / Contributes to
Level 3	Work will usually be operational, with some complexity. Postholders will contribute to the thinking around their work and analyse information to inform their choices and actions. They'll work with and influence immediate colleagues and stakeholders, though their work will create short-term value for a wider audience.	Manages / Responsible for - but limited to a focus/section within a function
Level 4	Work will require thinking at a strategic level and have complexity in the thinking and/or delivery. Postholders will critically question information and evaluate it to make judgements and decisions. They'll work with and influence a range of stakeholders, creating medium to long-term value for a wide audience. Roles will often involve high level technical skills and or professional qualifications to lead the function across the organisation as a whole.	Manages / Responsible for - with regard to whole function/service
Level 5	Work is likely to be predominantly strategic in thinking and/or delivery, with a high level of complexity. Postholders will develop evidence-based thinking to shape the profession or drive people and or organisational change. They'll influence stakeholders across the profession and create long-term value for significant numbers of stakeholders.	Leads on / Establishes / Accountable for / Develops - with regard to multiple functions involving large teams and often trust-wide