**Learning Support Assistant**

**2021-22**

**Person Specification**

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|  | Essential | Desirable |
| **Qualifications** | * Minimum, ‘Level 2’ qualifications or equivalent in **English and maths** **- essential**   **e.g.** GCSE grades 9,8,7,6,5,4, or A\*, A, B or C, or equivalent - ‘O’ Level (Grace C+), Level 2 NVQ, | * NVQ 2/3 for Teaching Assistants or equivalent qualifications or experience * Completion of Teaching Assistant Induction |
| **Previous Experience** | * Experience of working with pupils’ within a primary school setting or school environment, *or willingness to learn* | * Experience of creating resources * Experience of organisation of a learning environment * Experience of running specific programmes * Experience of working with children and young people with special educational needs or Speech and Language experience * Experience of maintaining accurate records |
| **Skills and knowledge** | * Have an interest in and knowledge of how pupils learn and behave * Able to be flexible/ work across classes * Demonstrate good spoken communication/ Standard English * Demonstrate good reading and written English * Demonstrate good numeracy skills * Be able to demonstrate appropriate role models of behaviour both in the classroom and around the school | * Know how to motivate pupils with their learning * Know how to motivate pupils to be sociable * Have clear understanding of how pupils who find learning new concepts and remembering taught concepts difficult, might behave * Have knowledge and understanding of social, cultural and physical needs of pupils * Be able to demonstrate good knowledge of using ICT to support learning |
| **Personal qualities** | * Be calm, caring and patient. * Have commitment to safeguarding and promoting the welfare of children and young people. * Willingness to learn * Be honest, responsible and trustworthy * Be respectful and able to maintain confidentiality * The ability to liaise with other professionals and be able to work as part of a team * Be able to show common sense and take initiative, make decisions and willingness to accept direction | * Good organisational skills * Be able to work effectively with and support managing a range of adults, including parents * Have patience and the ability to be flexible and innovative * Have the ability to manage own time effectively * Be able to demonstrate knowledge of planning and prioritising tasks in a busy inclusive education classroom |