**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
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| **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
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| **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
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| **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
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