



PERSON SPECIFICATION

CLASSROOM LEARNING SUPPORT ASSISTANT

	Essential	Desirable
Personal attributes	<ul style="list-style-type: none"> • Demonstrates commitment, reliability and integrity • Communicates effectively orally and in writing • Has energy and resilience • Adaptable to changing circumstances and new ideas • Able to work towards deadlines with high levels of accuracy • Strong organisation skills 	
Qualifications and general experience	<ul style="list-style-type: none"> • Recent experience in a learning support role (e.g. Teaching Assistant, Learning Support, tutor); this can be paid or voluntary • Experience of leading learning for groups of children 	<ul style="list-style-type: none"> • First Aid/Paediatric First Aid qualification • Safeguarding training • Teaching Assistant qualifications (e.g. Cache, NVQ)
Professional knowledge and experience	<ul style="list-style-type: none"> • An ability to build positive relationships with staff, parents, and pupils of all ages • A track record of excellent classroom practice • Understanding of strategies to support successful outcomes for all children • Experience of working from own initiative • Some knowledge of positive behaviour management strategies 	<ul style="list-style-type: none"> • Knowledge of the primary phase curriculum and expectations for EYFS and Key Stage 1 • Knowledge of factors that can affect children's self-esteem and emotional wellbeing • Knowledge of Little Wandle Letters and Sounds scheme
Professional Skills	<ul style="list-style-type: none"> • Communicates and promotes the aims and objectives of the school • Makes appropriate judgements over issues of confidentiality and safeguarding • Is dedicated to ensuring children make progress • Can provide support through creative, multisensory approaches 	<ul style="list-style-type: none"> • Experience of planning learning activities
Professional Philosophy and Commitment	<ul style="list-style-type: none"> • Believes that primary education should be a lively, stimulating, enjoyable experience which achieves high standards and prepares children for secondary school • Reflective practitioner committed to improving practice • Prepared to be involved in the whole life of the school • Understanding of and commitment to developing links between home, school, neighbouring schools and different communities (local, national and global) 	