



## Brackenhill Primary School Personnel Specification Learning Support Assistant Band 5

Attributes	Essential	Desirable	Means of Assessment
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>● Working with or caring for pupils of relevant age or relevant experience e.g. voluntary organisation, parental caring experience.</li> <li>● General technical / resource experience e.g. science, art, ICT.</li> <li>● Working with pupils who have special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of working in a team situation.</li> <li>● Experience of working in a school supporting pupils with additional educational needs, special educational needs or other relevant experience.</li> </ul>	Application form & Selection process
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>● GCSE English and Maths level C or above or equivalent e.g. Adult Literacy/Numeracy at level 2</li> </ul>	<ul style="list-style-type: none"> <li>● Qualifications relating to post e.g. health, children, practical skills, first aid.</li> <li>● NVQ 2 for Teaching Assistants or equivalent qualifications or experience.</li> <li>● NVQ 2 in relevant discipline or equivalent qualification or experience.</li> </ul>	Application form & Selection process. Certificates.
<b>TRAINING</b>	<ul style="list-style-type: none"> <li>● Willingness to participate in development and training opportunities e.g. First aid and cover supervisor.</li> <li>● Evidence of previous personal development.</li> <li>● Must have a valid first aid certificate or be willing to undertake first aid training and deliver first aid duties in school</li> <li>● Must be willing to undertake training for and perform fire marshal duties</li> </ul>	<ul style="list-style-type: none"> <li>● Completion of DFE teaching assistant induction programme.</li> <li>● Training or willingness to undertake training in the relevant learning strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.</li> <li>● Health &amp; Safety training as appropriate.</li> </ul>	Application form & Selection process
<b>SPECIAL KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>● Knowledge of particular subject / technical area.</li> </ul>	<ul style="list-style-type: none"> <li>● An understanding of the needs of a multicultural society.</li> <li>● An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs.</li> <li>● Understanding of child development and learning.</li> <li>● Understanding of relevant policies/codes of practice and awareness of relevant legislation.</li> </ul>	Application form & Selection process

		<ul style="list-style-type: none"> <li>• General understanding of national/foundation stage curriculum and other basic learning programmes/Strategies.</li> <li>• Effective use of ICT packages.</li> </ul>	
<b>EQUALITY</b>	<ul style="list-style-type: none"> <li>• Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices.</li> </ul>		Selection process
<b>DISPOSITION – ADJUSTMENT/ ATTITUDE</b>	<ul style="list-style-type: none"> <li>• Ability to relate well to pupils and adults.</li> <li>• Ability to work constructively as part of a team.</li> <li>• Ability to remain calm under pressure.</li> <li>• Demonstrate good co-operative, interpersonal and listening skills.</li> <li>• Demonstrate a commitment to working with children of the relevant age.</li> <li>• Good sense of humour.</li> <li>• Flexibility and willingness to accept change.</li> <li>• Approachable, courteous and able to present a positive image of the school to callers and visitors.</li> <li>• Maintain confidentiality in matters relating to the school, its pupils, parents and carers.</li> <li>• Ability to prioritise conflicting demands and pressures.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to identify own training and development needs.</li> <li>• Understanding of classroom roles and responsibilities and your own position within these.</li> </ul>	Selection process
<b>PRACTICAL &amp; INTELLECTUAL SKILLS</b>	<ul style="list-style-type: none"> <li>• Good literacy / numeracy skills.</li> <li>• Ability to use relevant technology.</li> <li>• Ability to use ICT effectively.</li> <li>• Ability to use relevant equipment / resources.</li> <li>• Good keyboard / computer skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Interest in performing arts, such as music, dance or drama. Willingness to take an active part in supporting children in the arts.</li> <li>• Interest in organising/running performing art classes/after school clubs such as drama, choir or dance clubs.</li> </ul>	Application form & Selection process / test
<b>CIRCUMSTANCES / PERSONAL</b>	<ul style="list-style-type: none"> <li>• Will not require holiday leave during term time.</li> <li>• Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).</li> <li>• No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (Enhanced DBS and vetting checks).</li> <li>• If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use)</li> </ul>		Selection process. Sight of appropriate documentation as specified in interview letter
<b>PHYSICAL / SENSORY</b>	<ul style="list-style-type: none"> <li>• Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995.</li> <li>• Ability to cope with requirements of the post, which may include working with pupils who have emotional, behavioural or cognitive difficulties or physical difficulties.</li> <li>• For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of lifting and carrying pupils, within school policies and practices.</li> </ul>		Selection process.

