|  | **Level 2 Teaching & Learning Support Assistant - CRITERIA** | **E**ssential / **D**esirable |
| --- | --- | --- |
| **Work related circumstances – professional values and practices of the Bishop Fraser Trust** | High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | E |
| Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | E |
| Commitment to the Trust’s Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work | E |
| Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice | E |
| Able to liaise sensitively and effectively with parents and carers recognising their role in student learning | E |
| Able to improve their own practice through evaluations and discussion with colleagues. | E |
| Flexible with an ability to be able to embrace and generate change | E |
| **Personal Qualities** | Self-motivated and personally resilient | E |
| High levels of personal integrity, discretion, honesty, reliability and self-awareness | E |
| Approachable | E |
| Conscientious and diligent work ethic | E |
| Consistently high standard of professional personal presentation with an excellent attendance and time-keeping record | E |
| Patience, kindness and understanding | E |
| **Role Specific Professional Dispositions** | Evidence that the candidate perceives that the role of the L2 TLSA is to provide effectively for **all** of their learners identified individual needs and providing appropriate support to maximise student progress | E |
| Interest in keeping up to date with latest learning support strategies | E |
| Evidence of learning beyond the workplace | D |
| **Qualifications/ Training** | A\*-C GCSEs (or equivalent) including English & Maths | E |
| A level standard of education or equivalent | D |
| NVQ II or equivalent in teaching assistance (or willingness to work towards) | E |
| Training in special educational needs strategies | D |
| First Aid at Work or willingness to obtain | D |
| **Experience** | Minimum 2 years’ experience of working with and/or caring for children within specified age range | D |
| Minimum 2 years’ experience of working with children within specified age range in an educational setting | D |
| Experience of working with children with special educational needs & disabilities | D |
| Experience of working with children with challenging behaviour and implementing effective behaviour management strategies | D |
| **Knowledge** | General understanding of the national curriculum and other basic learning programmes/techniques | E |
| Understanding of principles of child development, learning styles and independent learning | D |
| Working knowledge of relevant policies/codes of practice/legislation | D |
| Understanding of safeguarding responsibilities in an educational setting | E |
| General awareness of inclusion, especially within a school setting | E |
| Experience of resources preparation to support learning programmes | D |
| **General Skills** | Ability to identify, select and employ suitable behaviour management strategies and techniques to meet the needs of individual children | E |
| Ability to plan, organise and prioritise effectively | E |
| Good personal numeracy and literacy skills | E |
| Ability to use technology and appropriate software to enhance learning | E |
| Ability to use management information systems to record safeguarding and behaviour concerns (e.g. CPOMS) | D |
| Ability to work effectively within a team environment, understanding classroom roles and responsibilities | E |
| Confident communicator | E |

July 2022