



Learning Support Assistant - Person Specification

Essential	Desirable
Qualifications and Experience	
<ul style="list-style-type: none"> ○ Min A*- C grade in GCSE English & Maths or equivalent ○ A qualification/s or equivalent in childcare or support workers in school. 	<ul style="list-style-type: none"> ○ Experience of working as a teaching assistant in a school environment ○ Evidence of continuing or further professional development or other relevant national or professional qualifications ○ Experience of working with children who have special education needs with a good knowledge of learning support techniques and strategies
Knowledge and Understanding	
<ul style="list-style-type: none"> ○ Willingness to learn from colleagues and act on advice ○ Ability to support learning across the Primary Phase, initially in EYFS, with the commitment to raising levels of achievement ○ Recognise that each child has specific needs that need to be nurtured and developed through careful and sensitive support and intervention and understand the pressure and requirement that this entails ○ Excellent interpersonal and communication skills, particularly in relating well to children and adults ○ Ability to motivate and encourage in order to establish a supportive relationship with the child, giving praise and positive recognition to help build self-esteem ○ Ability to work independently or as part of a team demonstrating initiative, tact and diplomacy ○ Ability to work collaboratively and constructively as part of a highly motivated staff team understanding roles and responsibilities and your own position within these 	<ul style="list-style-type: none"> ○ General understanding of national curriculum or other basic learning programmes and strategies and how children learn ○ Ability to meet the child's needs as required whilst encouraging independence/ autonomy of the child ○ Ability to use own initiative to develop resources in order to support small groups of children ○ Ability to work 1 to 1 with a child on in an individual, small group or whole class environment, making accurate observations, communicating these with feedback to the teacher
Personal Qualities	

<ul style="list-style-type: none"> ○ Display a positive, calm and ‘can do’ attitude with a flexible and adaptable approach to work ○ Committed to our school ethos with an open minded and non-judgemental approach to student difficulties and backgrounds ○ Committed to providing a high-quality service at all times with the confidence to query and make suggestions as part of the team ○ Punctual, organised with good time management skills 	<ul style="list-style-type: none"> ○ Desire and determination to be a lifelong learner and improve personal effectiveness
Expected Behaviour	
<ul style="list-style-type: none"> ○ A good understanding of the need for strict confidentiality and integrity in carrying out duties ○ Possessing high expectations for student progress and achievement 	<ul style="list-style-type: none"> ○ Awareness of equalities and anti-discriminatory practices and safeguarding of children ○ Understanding of relevant policies/codes of practice and awareness of relevant legislation