

## PERSONNEL SPECIFICATION

### Learning Support Assistant

CATEGORY ITEM	ESSENTIAL	DESIRABLE
<b>Qualifications / Training</b>	<ul style="list-style-type: none"> <li>• Experience in working with students with special educational needs.</li> <li>• Qualifications at GCSE level or equivalent in Maths and English NVQ Level 3</li> <li>• Willingness to participate in relevant training and development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Child Protection training</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience working in schools with students who have specific learning and behavioural difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• Working with children in a mentoring capacity. Working with a range of learning needs</li> </ul>
<b>Skills / Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of Child Protection</li> <li>• Ability to relate well to children and adults Ability to work effectively within a team environment, understanding classroom roles and responsibilities</li> <li>• Ability to build effective working relationships with all pupils and colleagues Ability to promote a positive ethos and role model positive attributes</li> <li>• Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate Ability to adapt own approach in accordance with pupils needs</li> <li>• Effective use of ICT to support learning</li> <li>• Excellent communication skills</li> <li>• Be able to maintain confidentiality</li> <li>• Excellent listening skills</li> <li>• The ability to manage behaviour of children in a positive and supportive manner</li> </ul>	<ul style="list-style-type: none"> <li>• Equal Opportunities and recognising the nature of the diverse school community Understanding of basic technology – computer, video, photocopier etc</li> <li>• Working knowledge of relevant policies/codes of practice/legislation Experience of resources preparation to support learning programmes</li> <li>• Excellent numeracy and literacy skills</li> <li>• General awareness of inclusion, especially within a school setting</li> </ul>
<b>Personal and professional attributes</b>	<ul style="list-style-type: none"> <li>• Friendly, approachable and professional manner Calm approach</li> <li>• A commitment to working as part of the whole school team and supporting the vision and aims of the school</li> <li>• Ability to work autonomously and use own initiative</li> <li>• Committed to supporting achievement of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds</li> </ul>	

	<ul style="list-style-type: none"><li>• Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners</li><li>• Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work</li><li>• Able to improve their own practice through observations, evaluations and discussion with colleagues</li></ul>	
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