

# 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</li> <li>• 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> <li>• Experience of working with students on the Autistic Spectrum</li> </ul>	<ul style="list-style-type: none"> <li>• Working with children in a mentoring capacity.</li> <li>• Working with children with anxiety and Attachment Disorder</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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• Understanding of basic technology – computer, video, photocopier etc</li> <li>• Working knowledge of relevant policies/codes of practice/legislation</li> <li>• 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</li> <li>• 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> </ul>	
	<ul style="list-style-type: none"> <li>• Committed to supporting achievement of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds</li> <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>	