



PERSON SPECIFICATION

Learning Support Assistant

	Essential criteria	Desirable criteria
Qualifications	<ul style="list-style-type: none"> A good standard of education particularly in English and Mathematics (grade C/4 or above). 	<ul style="list-style-type: none"> NVQ Level 2 for Teaching Assistants or equivalent. NVQ Level 3 in a child-related subject or equivalent.
Experience	<ul style="list-style-type: none"> Experience of supporting children in a classroom environment, including those with special educational needs. Experience of using technology to support pupils in the classroom. 	<ul style="list-style-type: none"> Experience in working with children who have a neurological disorder that affects the part of the brain controlling motor movement and speech. Experience of supporting children 1-to-1 throughout the school day within a secondary environment.
Knowledge and Skills	<ul style="list-style-type: none"> Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment. Ability to use language and other communication skills that pupils can understand and relate to. Ability to establish positive relationships with pupils and empathise with their needs. Ability to demonstrate active listening skills. Ability to consistently and effectively implement agreed behaviour management strategies. Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupil to stay on task. Ability to offer constructive feedback to pupils to reinforce self-esteem. Ability to work effectively and supportively as a member of the school team. Ability to work within and apply all school policies eg behaviour management, safeguarding, Health and Safety, Equal Opportunities etc. 	<ul style="list-style-type: none"> Knowledge of the SEN Code of Practice. Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils. Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes. Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills. Ability to assist in the recording of lessons and assessment as required by the teacher. Ability to work flexibly in supporting different subject areas and be open to taking on a subject specialism.
Personal Attributes	<ul style="list-style-type: none"> Ability to maintain confidentiality on all school matters. Willingness to provide practical assistance to a pupil, including physical support where required, and undergo relevant training to support this. 	<ul style="list-style-type: none"> Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge