

Person Specification for Learning Support Assistant (Scale 4)

Qualifications and experience:	Essential	Desirable
1. Level 2 in English and Mathematics or equivalent qualifications	✓	
2. NVQ 2 for Teaching Assistants or equivalent qualifications or experience	✓	
3. Completion of DfES Teacher Assistant Induction Programme		✓
4. Proven record of impact on student progress	✓	
5. Experience of working with relevant age groups in a learning environment	✓	
6. Training in relevant learning strategies eg. literacy and/or in particular curriculum or learning area eg. bi-lingual, sign language, dyslexia, IT, Maths, English, CACHE etc.		✓
7. First-aid training		✓

Professional knowledge, understanding and skills:	Essential	Desirable
8. An interest and aptitude for the subject(s)	✓	
9. Ability to move and handle students	✓	
10. Ability to scribe for students in examinations	✓	
11. Ability to use IT effectively to support learning	✓	
12. Ability to use other equipment and technology eg. video, photocopier etc.		✓
13. Ability to relate well to children and adults	✓	
14. Ability to work constructively as part of a team, understanding classroom roles and responsibilities	✓	
15. Ability to understand relevant policies/codes of practice, including an awareness of relevant legislation	✓	
16. Awareness of the statutory framework relevant to the role	✓	
17. General understanding of national curriculum and other basic learning programmes/strategies	✓	
18. General understanding of child development and learning		✓

Professional values, practice and attributes:	Essential	Desirable
19. Ability to understand and respect social, cultural, linguistic, religious and ethnic backgrounds	✓	
20. Ability to build and maintain successful relationships with students, treating them equitably with respect and consideration	✓	
21. Ability to demonstrate a commitment, and aptitude, to raising educational achievement of all students and to promote positive values, attitudes and behaviour	✓	
22. Ability to understand the roles of parents and guardians in students' learning and development, and demonstrate an aptitude to liaise with parents and guardians sensitively and effectively	✓	
23. Ability to demonstrate a willingness, and aptitude, to improve own practice and methodology through the utilisation of available information, tools, evaluation, observation and discussion with colleagues, mentors and line-managers	✓	
24. A commitment to the community on a whole-school level such as leading and supervising extra-curricular activities	✓	
25. Personal impact and presence	✓	
26. Energy, determination and perseverance	✓	
27. Self-confidence	✓	
28. Enthusiasm and commitment	✓	
29. Reliability and integrity	✓	
30. Personal pride in his/her work with a "can-do" attitude	✓	

Note - This person specification is not necessarily a comprehensive definition of the post. It will be during the first year and will be subject to modification and amendment after consultation with the post-holder.