



## Learning Support Assistant (“LSA”) Person Specification

Skills/experience	Examples	Desirable	Essential
<b>Qualifications &amp; Experience</b>	Experience working with children or young people in a school or similar setting	✓	
	Experience of supporting pupils with SEND and/or disadvantaged learners	✓	
	Experience of delivering or supporting small-group interventions (e.g. Literacy, Numeracy, SEMH, or subject-specific)		✓
	Good standard of education, including English and Maths (GCSE Grade 4/C or above or equivalent)		✓
	Competent use of ICT to support learning, track pupil progress, and communicate effectively		✓
<b>Communication</b>	Ability to communicate clearly and effectively with pupils, staff, and parents/carers		✓
	Ability to provide clear, structured feedback on pupil progress, including intervention outcomes		✓
	Ability to overcome communication barriers and adapt communication to meet pupils’ needs		✓
	Ability to write basic reports and maintain accurate records		✓
<b>Working with children</b>	Understanding of how to support pupils with SEND across the four areas of need	✓	
	Knowledge of evidence-based intervention strategies, particularly in Literacy, Numeracy, Science, or Social Skills		✓
	Ability to lead small-group interventions and focus sessions effectively		✓
	Ability to monitor, assess, and record pupil progress and evaluate impact		✓
	Understanding of child/young person development, including social, emotional, and mental health needs		✓
	Ability to implement behaviour management strategies and promote positive behaviour	✓	
	Commitment to supporting pupils’ independence, engagement, and inclusion	✓	
<b>Working with others</b>	Ability to work collaboratively with teachers, SENDCo, and other professionals		✓
	Understanding of the role of parents/carers and ability to contribute to effective communication		✓
	Ability to build positive, respectful relationships with pupils and adults		✓
	Ability to share information appropriately, maintaining confidentiality		✓
<b>Responsibilities</b>	Strong organisational and time management skills		✓
	Ability to work independently and use initiative, particularly when leading intervention groups		✓
	Ability to remain calm under pressure and adapt practice as needed		✓
	Ability to plan, deliver, and evaluate intervention programmes within a specialist area (e.g. Literacy, Numeracy, Science, Social Skills)		✓
	Commitment to equality, inclusion, and improving outcomes for vulnerable learners		✓
<b>General</b>	Understanding of safeguarding and child protection procedures		✓
	Awareness of health and safety requirements		✓
	Understanding of confidentiality and data protection		✓
	Willingness to undertake relevant professional development		✓
	A committed team player with the ability to work independently		✓