

Personnel Specification

Job Title:	Learning Support Assistant
Salary:	5
Post Name:	

ESSENTIAL	DESIRABLE
<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> NVQ 2 in Supporting Teaching and Learning, or equivalent <p>OR</p> <p>Able to demonstrate the ability to meet the STL Level 2 National Occupational Standards relevant to this post.</p>	<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> NQV Level 3 in Classroom Support or caring. Level 2 qualifications in maths/numeracy and English/literacy A clean driving licence First Aid Child Care Qualification.
<p>EXPERIENCE</p> <ul style="list-style-type: none"> Experience of working with children. 	<p>EXPERIENCE</p> <ul style="list-style-type: none"> Experience within special schools Experience within mainstream schools
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> An awareness of range of children with special needs. Knowledge of basic child development and age appropriate activities Knowledge of child protection and health and safety procedures. 	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> Evidence of understanding of role of classroom assistant. Evidence of knowledge and use of Makaton and Tellus equipment. Evidence of an awareness of Equal Opportunity issues.
<p>MAT ETHOS & EXPECTATIONS</p> <ul style="list-style-type: none"> High expectations of students' achievement and behaviour A commitment to playing a full part in the Pastoral Welfare of students as a form tutor and through the delivery of the pastoral programme A willingness to work with colleagues in other schools to improve students' learning opportunities 	<p>MAT ETHOS & EXPECTATIONS</p> <ul style="list-style-type: none"> An understanding of the procedures and processes of Assertive Discipline A commitment to extra-curricular activities.

ESSENTIAL	DESIRABLE
<p>RELATIONSHIPS</p> <ul style="list-style-type: none"> • An ability to make constructive working relationships with colleagues and children • An ability to work in a team and contribute to new developments within the Department 	<p>RELATIONSHIPS</p> <ul style="list-style-type: none"> • Evidence of working with parents and the local community • Evidence of experience of other agencies involved with special needs students.
<p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • An ability to inspire colleagues • Good personal organisation and time management • An ability to use initiative • An ability to communicate orally and in writing • Flexibility, responsiveness, tact and discretion. • Sense of humour. • Able to show confidence in practice. • Ability to work under pressure. • Demonstrate a good level of achievement. • Willingness to be flexible. • Ability to judge when to ask for support/help. • Good time management skills. • Smart appearance 	<p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Self-motivation • Evidence of willingness to develop understanding of role of Specialist Learning Support. • Evidence of awareness of importance of good home/school relationships. • A buoyant personality • Interests outside of school • A positive approach to new ideas and working practices.
<p>SAFEGUARDING</p> <ul style="list-style-type: none"> • Responsibility and accountability for safeguarding and promoting the welfare of children and young people. • Awareness of current legal requirements, national policies and guidance on the safeguarding and promotion of the wellbeing of children and young people. • Able to recognise indicators that may lead to concerns and to take immediate action. • Makes referrals in line with policy to the relevant personnel/body(ies). • Knows how to identify potential child abuse or neglect and follows safeguarding procedures • Is committed to ensuring the safeguarding and wellbeing of children and young people and takes appropriate action where necessary. • Keeps abreast of new developments and relevant legislation in safeguarding as part of normal continuous professional development activity. 	<p>SAFEGUARDING</p> <ul style="list-style-type: none"> • Fully understands their role in the context of safeguarding children and young people. • Knows the policies and procedures relating to safeguarding children and young people. • Knows the local arrangements concerning the safeguarding of children and young people. • Takes advantage of learning and development opportunities in relation to safeguarding.

GENERAL CIRCUMSTANCES

- Evidence of regular attendance at work
- An understanding of, and commitment to, Equal Opportunities, and the ability to apply this in day-to-day situations.
- Willingness to undertake training.

FACTORS NOT ALREADY COVERED

Must be able to perform all duties and tasks, with reasonable adjustment where appropriate, in accordance with the provisions of the Equality Act 2010