

PERSON SPECIFICATION – LEARNING SUPPORT ASSISTANT



SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	IMPORTANCE AT THE TIME OF APPOINTMENT
<p><u>KNOWLEDGE</u></p> <p>Previous experience of working with/ guiding the learning of children, preferably within a school setting</p> <p>Administrative skills and experience</p> <p>GCSE Grade C (or equivalent) in English and Maths</p> <p>Qualification to Level 3 NVQ (or equivalent) in a relevant discipline</p>	<p>To take a lead role in learning activities as set and supported by the class teacher</p> <p>To help ensure accurate record keeping, monitoring and data collection in respect of pupils' attendance and attainment</p> <p>To demonstrate a satisfactory level of numeracy and literacy to assist children's learning</p> <p>To provide the theoretical framework and context for responsibilities and duties of a LSA</p>	<p>Highly desirable</p> <p>Now</p> <p>Now</p> <p>Desirable</p>	<p>5</p> <p>4</p> <p>5</p> <p>4</p>
<p><u>MENTAL SKILLS</u></p> <p>Ability to observe, monitor and analyse learning and learning outcomes in a practical context</p> <p>Creative ability</p>	<p>To support the review of pupil performance and attainment through observation, monitoring and feedback to the class teacher.</p> <p>To create learning materials, displays and pupil resources that support classroom activities</p>	<p>With training on systems</p> <p>Desirable</p>	<p>3</p> <p>2</p>
<p><u>INTERPERSONAL & COMMUNICATION SKILLS</u></p> <p>Ability to communicate information and ideas</p>			

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<p>effectively to a range of audiences, including children with specific learning and/or behavioural needs, through good written and oral communication skills</p> <p>Ability to maintain children’s interest and motivation for learning and to maintain discipline</p> <p>Ability to work well as a member of a team</p>	<p>To support class room based learning for pupils</p> <p>To develop and maintain effective working relationships with colleagues, pupils and “partners” of the school (Parents, PSA, Governors, Visitors)</p> <p>To work with individuals and groups of children; encourage good behaviour; and deal with any problems arising from breaches of the school’s disciplinary rules</p> <p>To support colleagues and maintain effective working relationships</p>	<p>Now</p> <p>Ability now; support given</p> <p>Now</p>	<p>5</p> <p>4</p> <p>5</p>
<p><u>PHYSICAL SKILLS</u></p> <p>Ability to make and use a variety of resources</p>	<p>To support the classroom learning and assist children with creative work</p>	<p>Desirable; not essential</p>	<p>2</p>
<p><u>INITIATIVE & INDEPENDENCE</u></p> <p>Working within established procedures, to use own judgement and initiative</p>	<p>To work alone with individuals or groups of children and to deal with unexpected/unusual situations or problems</p>	<p>With support</p>	<p>4</p>
<p><u>MENTAL DEMANDS</u></p> <p>Awareness of needs/demands of young children and how they act/react</p> <p>Ability to deal with interruptions and unexpected peaks in workload</p>	<p>To react to children’s needs and demands and to ensure their safety and welfare</p> <p>To cope with situations where several children require attention at the same time</p>	<p>Awareness now</p> <p>Ability now</p>	<p>4</p> <p>4</p>
<p><u>PHYSICAL DEMANDS</u></p> <p>Limited</p>			

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<p><u>EMOTIONAL DEMANDS</u> Ability to work with, support, understand and empathise with children</p>	<p>To work with individuals or groups of children of all abilities (including the very able and those with specific learning difficulties)</p> <p>To work with children who require special/additional support due to physical and / or emotional needs</p>	<p>Ability/aptitude essential now. Training given in specific procedures</p>	<p>5</p>
<p><u>RESPONSIBILITY FOR PEOPLE</u> Understanding of key safeguarding issues and procedures</p>	<p>To ensure correct reporting and monitoring of any safeguarding issues arising across the school;</p> <p>To maintain appropriate levels of confidentiality and data security in respect of personal / pupil / colleague information</p>	<p>Good understanding now – training given in specific school procedures</p>	<p>4</p>
<p><u>SUPERVISION</u> N/A</p>			
<p><u>FINANCIAL RESPONSIBILITY</u> N/A</p>			
<p><u>PHYSICAL RESOURCES</u></p>	<p>Some responsibility for safe and secure storage of materials and resources</p>		