

Learning Support Assistant

Professional Qualifications and Experience	
Essential	Desirable
<ul style="list-style-type: none"> GCSE Maths and English level 4 (grade C) or above 	<ul style="list-style-type: none"> Experience of working as an LSA Level 2/Level 3 in Supporting Teaching & Learning in Schools or equivalent Experience of working as with SEN children
Teaching and Learning	
Essential	Desirable
<ul style="list-style-type: none"> Some experience of working with children. Working unsupervised to assist the teacher to create an appropriate learning environment Good communication skills with colleagues Good organisation and time management skills and ability to work under pressure Firm, sensitive approach and the skill to sustain and promote pupil's self-worth and positive behaviour Can use basic ICT effectively to support learning 	<ul style="list-style-type: none"> More than a years' experience of working in a teaching/learning/child support working environment in KS1 or KS2. Working knowledge of national curriculum, particularly literacy and numeracy requirements, and other relevant learning programmes/strategies. Ability to take on responsibility for larger groups or a whole class under the overall direction and during the temporary absence of the teacher
Skills and Attributes	
Essential	Desirable
<ul style="list-style-type: none"> To have a high regard for children and support the school's child protection policies and procedures to ensure all children's safeguarding To be positive, hardworking and show initiative and energy A loyal, flexible team member, who is a good listener and an effective communicator Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people Professionally discrete and able to respect confidentiality on particular issues 	<ul style="list-style-type: none"> Take initiative and follow through from concept to practice, to have ideas.
School Specific Needs	
Essential	Desirable
<ul style="list-style-type: none"> To receive and act on advice and feedback Ability to support individuals with their learning task in a way that fosters independence To recognise what helps a pupil to access their work and to ensure they have the right resources to achieve To know how to monitor and observe a pupil and feedback to the class teacher on the pupil's learning. To follow the instructions of the class teacher in order to perform tasks such as running intervention groups and performing assessment and screening tasks. 	

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Personal characteristics	
Essential	Desirable
<ul style="list-style-type: none">• To maintain confidentiality on all school matters.• Maintain own personal presentation that sets high standards for the pupils.• A caring, positive attitude towards pupil's welfare.• Be positive, patient, resilient and resourceful.• To work well within a team and be prepared to be flexible and hard-working.• Proven time management and organisational skills.	<ul style="list-style-type: none">• Committed to furthering their career and seeing this as an opportunity to become a teacher• Committed to furthering their understanding of neurodiversity in students and the Thrive approach to learning.