

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

## Herne Junior School – Person Specification

### Learning Support Assistant



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