

Learning Support Assistant

CATEGORY ITEM	ESSENTIAL	DESIRABLE
Qualifications / Training	<ul style="list-style-type: none"> • Experience in working with students with special educational needs. • Qualifications at GCSE level or equivalent in Maths and English NVQ Level 3 • Willingness to participate in relevant training and development opportunities 	<ul style="list-style-type: none"> • Child Protection training
Experience	<ul style="list-style-type: none"> • Experience working in schools with students who have specific learning and behavioural difficulties. 	<ul style="list-style-type: none"> • Working with children in a mentoring capacity. Working with a range of learning needs
Skills/ Knowledge	<ul style="list-style-type: none"> • Knowledge of Child Protection • Ability to relate well to children and adults Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to build effective working relationships with all pupils and colleagues Ability to promote a positive ethos and role model positive attributes • Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate Ability to adapt own approach in accordance with pupils needs • Effective use of ICT to support learning • Excellent communication skills • Be able to maintain confidentiality • Excellent listening skills • The ability to manage behaviour of children in a positive and supportive manner 	<ul style="list-style-type: none"> • Equal Opportunities and recognising the nature of the diverse school community • Understanding of basic technology - computer, video, photocopier etc • Working knowledge of relevant policies/codes of practice/legislation Experience of resources preparation to support learning programmes • Excellent numeracy and literacy skills • General awareness of inclusion, especially within a school setting
Personal and professional attributes	<ul style="list-style-type: none"> • Friendly, approachable and professional manner Calm approach • A commitment to working as part of the whole school team and supporting the vision and aims of the school • Ability to work autonomously and use own initiative • Committed to supporting achievement of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds 	

	<ul style="list-style-type: none">• Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners• Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work• Able to improve their own practice through observations, evaluations and discussion with colleagues	
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