

PERSON SPECIFICATION – Learning Support Assistant (Level 3)

The Person Specification is an important part of the recruitment process. It should be read carefully as it will form the basis of shortlisting and ultimately, appointing the successful applicant. You must demonstrate therefore how you meet each of the following criteria in your application.

<u>Criteria</u>	<u>Essential</u>	<u>Desirable</u>	<u>To be measured by</u>
Training	<ul style="list-style-type: none"> • Teaching Assistant Level 3 or above qualification relevant for working in the Early Years • GCSE (or equivalent) in Maths and English, grade C or above. • Ability to work in a team situation • Ability to communicate clearly with children, adults and parents. • Ability to plan and deliver sessions which meet the needs of the Early Years Framework and National Curriculum • Able to work with children of various ages • Have a flexible approach to work • Ability to use initiative and work independently 	<ul style="list-style-type: none"> ▪ Willingness to undertake Paediatric First Aid 	<ul style="list-style-type: none"> ▪ Application ▪ Application ▪ Interview ▪ Interview/Task ▪ Interview/Task ▪ Application/Interview/Task ▪ Interview ▪ Interview
Experience	<ul style="list-style-type: none"> ▪ Proven ability to manage children’s behaviour effectively in Early Years ▪ Experience of, and commitment to, supporting and delivering effective safeguarding procedures 	<ul style="list-style-type: none"> ▪ KS1/KS2 experience ▪ Experience of whole class responsibility for small amounts of time 	<ul style="list-style-type: none"> ▪ Application ▪ Interview

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Understanding, Knowledge and Skills (General)	<ul style="list-style-type: none"> ▪ Knowledge of Early Years curriculum, including the Early Learning Goals, the Early Years Framework and Development matters for all pupils ▪ Commitment to outstanding, child-centred, cross-curricular, experiential learning and teaching through topics and themes and to the provision of individualised learning programmes ▪ Ability to form effective teacher/pupil relationships ▪ Good Literacy and Numeracy skills, including spoken and written 	<ul style="list-style-type: none"> ▪ Experience of planning using the following documents: ▪ National Curriculum for KS1/KS2 ▪ Read Write Inc. ▪ Mastery approach to Maths 	<ul style="list-style-type: none"> ▪ Application ▪ Interview ▪ Interview
Understanding, Knowledge and Skills (School and role specific)	<ul style="list-style-type: none"> ▪ A clear understanding of the role of an LSA3 within a primary school environment ▪ Understanding of the benefits of good home/school relationships and the school's responsibility to parents ▪ A willingness to participate flexibly in school life 	<ul style="list-style-type: none"> ▪ Willingness to be involved in extra-curricular activities and the wider life of the school ▪ Understanding how children with EAL learn ▪ Experience of working with targeted groups of EAL children ▪ Experience of working with SEND, including SEMH 	<ul style="list-style-type: none"> ▪ Interview ▪ Interview ▪ Interview
Professional Values	<ul style="list-style-type: none"> ▪ High expectations ▪ Commitment to teamwork at all levels ▪ Willingness to contribute to whole school initiatives and to support school improvement programmes 	<ul style="list-style-type: none"> ▪ Support for an enriched curriculum through out of hours learning and educational visits ▪ Willingness to continue with professional development 	<ul style="list-style-type: none"> ▪ Application ▪ Application ▪ Interview

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Personal Qualities	<ul style="list-style-type: none"> ▪ The ability to think creatively and imaginatively ▪ Effective interpersonal and communication skills 	<ul style="list-style-type: none"> ▪ Brings personal interests and enthusiasm to the school community ▪ Initiative and resourcefulness shown in the applicant's approach towards the selection procedure 	<ul style="list-style-type: none"> ▪ Interview ▪ Interview