

Person Specification

Name of school: Fox Primary School
 Job Title: Learning Support Assistant
 Line Manager: Paul Cotter
 Grade: Level 2/3 job description (pay scale Range A: Scale 2 – 3)

This person specification should be used in relation to the relevant Job Description

	Essential	Desirable
Qualifications	<p>The Learning Support Assistant should have:</p> <ul style="list-style-type: none"> • Good basic education to GCSE level in literacy and numeracy, or the equivalent 	<p>In addition, the Learning Support Assistant might have experience of:</p> <ul style="list-style-type: none"> • A University Degree • A relevant qualification in Childcare and/or Education
Experience	<p>The Learning Support Assistant should have:</p> <ul style="list-style-type: none"> • Experience of working with young children, perhaps as a parent or voluntary worker (e.g. as a Brownie or Cub leader). 	<p>In addition, the Learning Support Assistant might have experience of:</p> <ul style="list-style-type: none"> • being a paid worker in play schemes, crèches, midday supervision, after-school clubs or similar.
Knowledge and Understanding	<p>The Learning Support Assistant should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • the needs of young children; • child development and the ways in which children learn; • the roles played by various adults in a child's education; • behaviour management strategies; • equal opportunities • safeguarding 	

Skills	<p>The Learning Support Assistant will be able to:</p> <ul style="list-style-type: none"> • help professional staff to achieve their objectives; • assist children on an individual basis, in small group and whole class work; 	<p>In addition, the Learning Support Assistant might also be able to:</p> <ul style="list-style-type: none"> • monitor, record and make basic assessments about individual progress
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- explain tasks simply and clearly and foster independence;
- supervise children, and adhere to defined behaviour management policies;
- accept and respond to authority and supervision;
- work with guidance, but under limited supervision;
- liaise and communicate effectively with others;
- demonstrate good organisational skills;
- reflect on and develop professional practice;
- display work effectively, and make and maintain basic teaching resources.

- suggest alternative ways of helping children if they are unable to understand;
- describe, in simple terms, the process of behaviour management with children;
- identify gaps in their own experience that they need help in filling;
- demonstrate the ability to learn and adapt from past experience.