



## Lead LSA Person Specification

General heading	Detail	Examples (not all elements need to be met but when short listing these aspects will be taken into account)
<b>Qualifications, qualities &amp; Experience</b>	Specific qualifications & experience	Successful experience working with children in a school/early years environment Educated to NVQ Level 3 in learning support/early years or equivalent qualification/experience Completion of DCSF induction programme Equivalent GCSE at grade C and above in English and maths More than 5 years as LSA across a range of key stages (not essential but desirable) Experience of after school provision such as running clubs Whole school leadership experience of running an area which supports the school to run smoothly
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid and understanding of the school
	Literacy	Good reading and writing skills and good communication skills
	Numeracy	Good numeracy skills
	Technology	Good working knowledge of ICT to support learning including packages such as excel, word, publisher and powerpoint
	HEARTS Trust	Awareness of other schools and ability to work with them and commit to their development and improvement. Willingness to collaborate and learn from each other.
	Personal qualities	A hopeful and positive disposition which focus on pupils, their needs and a continued drive to improve outcomes. Determination and commitment to the achievement of pupils and families first. Respect for others and the diversity in our communities and beyond. Initiative and responsibility in your work being able to work independently and without direction. Confidence and self-assurance as well as reassurance for others. Commitment to the HEARTS ethos of service and reflection. Kindness and thoughtfulness to others.

	Training/CPD/Performance management	Commitment to own development. Clear history of a range of training and CPD and drive to improve further.
<b>Communication</b>	Written	Ability to write detailed reports, letters etc
	SEN	Awareness of different forms of communication for adults and children who struggle with speech or do not have English as a first language..
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Specialist language/communication skills if appropriate Experience of teaching a language or languages or ability to speak another language
	Negotiating	Ability to negotiate effectively with adults and children
<b>Working with children</b>	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy as well as understanding of what makes good behaviour management. Experience of taking classes successfully.
	SEN	Successful completion of training to support SEN
	Curriculum	Detailed understanding of the school curriculum and the new HEARTS curriculum and its focus on Good working knowledge of specialist curriculum area(s) if appropriate
	Child Development	Detailed understanding of child development Ability to assess progress and performance and recommend appropriate strategies to support development
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
<b>Working with others</b>	Working with partners	Ability to make a proactive contribution to the work of the team supporting children, their families and carers Ability to work with parents and carers to improve support for children Ability to lead and develop systems and processes for the benefit of pupils and families.
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults. Ability to establish trusting and respectful relationships across a group of schools.
	Team work	Ability to work effectively with a range of adults and support and coach others.
	Information	Contribute to the development and implementation of effective systems to share information
	Organisational skills	Good organisational skills

<b>Responsibilities and accountability</b>		Ability to remain calm under pressure
	Line Management	Ability to manage and support the work of others
	Time Management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve problems independently
	Accountability	Clear accountability for the outcomes of children and focus on improving these. Evidence of achieving this.
<b>General</b>	Equalities	Awareness of and promotion of equality and diversity
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role Constantly improve own practice/knowledge through self-evaluation and learning from others