

PERSON SPECIFICATION

Learning Support Assistant at Sunnymede Junior School

	ESSENTIAL	DESIRABLE
Experience	<ul style="list-style-type: none"> • Successful recent experience working with primary children • Working effectively as part of a team 	<ul style="list-style-type: none"> • Successful recent experience working as a Teaching Assistant, Learning Support Assistant or similar role in school • Experience of leading interventions • Experience of teaching phonics at KS1/2 • Experience of working with pupils with SEND, ASD, social and emotional needs or challenging behaviour
Qualifications	<ul style="list-style-type: none"> • Possess a good standard of English (spoken and written) and maths, with GCSE levels (grade A-C) • Good general standard of education 	<ul style="list-style-type: none"> • NVQ Level 2 or 3 or learning support or other equivalent qualification • Induction training for teaching assistants • Evidence of continuing professional development
Knowledge & Skills	<ul style="list-style-type: none"> • Good knowledge and understanding of general aspects of child development 	<ul style="list-style-type: none"> • Basic knowledge of first aid • Understanding of child protection policies and procedures • Knowledge of relevant codes of practice and school policies • Knowledge of basic ICT to support learning • Knowledge of progression in phonics to support reading and writing • Knowledge and understanding of SEND, ASD, social, and emotional needs or specific behavioural difficulties
Communication	<ul style="list-style-type: none"> • Able to write accurate reports • Ability to use clear language to communicate information unambiguously • Ability to listen effectively • Seek support to overcome communication barriers with pupils and adults • Ability to negotiate effectively with adults and pupils 	
Working with children	<ul style="list-style-type: none"> • Ability to demonstrate the effective implementation of the school's behaviour policy • Ability to set high standards and communicate expectations • A commitment to a firm, clear and consistent approach • Ability to understand and support pupils' learning • A good understanding of the National Curriculum • Delegating tasks and responsibilities and monitoring outcomes • Can show understanding of the needs of pupils • Ability to support pupils to develop as independent learners • Understand and support the importance of physical and emotional well-being 	<ul style="list-style-type: none"> • Ability to assess progress and performance
Working With Others	<ul style="list-style-type: none"> • Ability to make a proactive contribution to the school team • Work effectively with a range of adults • Understand the role of others working in and with the school • Seek advice from both within and outside 	

	ESSENTIAL	DESIRABLE
	<p>the team</p> <ul style="list-style-type: none"> • Understand and value the role of parents and carers in supporting pupils 	
Personal Attributes	<ul style="list-style-type: none"> • Open and approachable. Self- confident but self -critical • Team player who is able to motivate and inspire • Excellent empathy • Patient and positive • Sense of humour • Stamina and ability to work and remain calm under pressure • Well organised • Flexible • Open-minded • Shows respect and a caring attitude towards staff, pupils and parents • Build rapport with adults and pupils • Ability to establish respectful and trusting relationships with pupils, their families and other adults • Has a commitment to the ethos of our school • Someone who wants to make a difference • Manages own time effectively • Creative • Ability to resolve problems independently • Ability to show initiative • Committed to personal and professional development 	

