

Maldon Primary School

Wantz Chase, Maldon, Essex CM9 5DQ Telephone (01621) 853409 Website: <u>www.maldon.essex.sch.uk</u> Email: admin@maldon-tkat.org



Person Specification - Learning Support Assistant

	Essential	Desirable
Effective at communicating with primary aged children	\checkmark	
Effective at helping primary aged children learn	\checkmark	
Effective team player within a school setting	\checkmark	
Effective at identifying children's educational needs and responding to these needs	\checkmark	
Good literacy and numeracy skills (Grade C GCSE equivalent or above)	\checkmark	
Good general standard of education	\checkmark	
Induction training for teaching assistants		V
Successful completion of training in particular/specialised learning/Special Needs area		\checkmark
NVQ Level 3 in learning		\checkmark
Support/early years or equivalent qualification		\checkmark
Training in literacy and numeracy strategies		\checkmark
Knowledge and understanding or self-motivation and aptitude to develop a good level of various categories of Special Educational Needs including Autistic Spectrum Disorder, Global Developmental Delay and Soto Syndrome	✓	
Basic knowledge of first aid	\checkmark	
 Basic knowledge of the Primary and Early Years Curriculum 		\checkmark
	 children Effective at helping primary aged children learn Effective team player within a school setting Effective at identifying children's educational needs and responding to these needs Good literacy and numeracy skills (Grade C GCSE equivalent or above) Good general standard of education Induction training for teaching assistants Successful completion of training in particular/specialised learning/Special Needs area NVQ Level 3 in learning Support/early years or equivalent qualification Training in literacy and numeracy strategies Knowledge and understanding or self-motivation and aptitude to develop a good level of various categories of Special Educational Needs including Autistic Spectrum Disorder, Global Developmental Delay and Soto Syndrome Basic knowledge of the Primary and Early Years 	 Effective at communicating with primary aged children Effective at helping primary aged children learn Effective team player within a school setting Effective at identifying children's educational needs and responding to these needs Good literacy and numeracy skills (Grade C GCSE equivalent or above) Good general standard of education Induction training for teaching assistants Successful completion of training in particular/specialised learning/Special Needs area NVQ Level 3 in learning Support/early years or equivalent qualification Training in literacy and numeracy strategies Knowledge and understanding or self-motivation and aptitude to develop a good level of various categories of Special Educational Needs including Autistic Spectrum Disorder, Global Developmental Delay and Soto Syndrome Basic knowledge of first aid Basic knowledge of the Primary and Early Years

•	Knowledge of general aspects of child development		\checkmark
	Understanding of child protection policies and procedures		\checkmark
	Knowledge of relevant codes of practice and school policies	\checkmark	
•	Good working level of ICT skills applicable to a school setting		\checkmark

Aptitudes	•	Be able to work effectively as part of a team and contribute to group thinking, planning etc.	\checkmark	
	•	Effective time management skills	\checkmark	
	•	Possess excellent interpersonal skills with children and adults	\checkmark	
	•	Be flexible	\checkmark	
	•	Be able to follow instructions accurately	\checkmark	
	•	Be able to use own initiative and work independently	\checkmark	
	•	Have excellent communication skills with adults and children, verbal and in writing	\checkmark	
	•	Be able to motivate, inspire and have high expectations of pupils	\checkmark	
	•	Show a creative approach to problem solving	\checkmark	
	•	Be able to adapt quickly and effectively to changing circumstances/situations	\checkmark	
	•	Be able to work calmly under pressure	\checkmark	
	•	Be committed to personal and professional development	\checkmark	
	•	Be able to critically evaluate own performance	\checkmark	
	•	Have awareness of, and commitment to, equalities issues	\checkmark	
	•	Be able to record and assess pupil progress/performance etc.		