

## Learning Support Assistant Person Specification

At Baysgarth School PRIDE permeates everything we do and represent, including our person specifications for our support staff posts.

PRIDE Value	Essential	Desirable	Evidence
<b>Positive</b>			
Be relentlessly positive	✓		A, I, R
Believe in Baysgarth School and be ambitious for ourselves, our school, our students and our community	✓		A, I, R
Embrace change and be passionate about improvement	✓		A, I, R
Always model the behaviours we expect to see	✓		A, I, R
Demonstrate a growth mindset and encourage it with others	✓		A, I, R
<b>Respect</b>			
Be consistent and fair; demonstrate exemplary manners at all times with staff, students and stakeholders	✓		A, I, R
Model and demonstrate high standards	✓		A, I, R
Empower staff and students	✓		A, I, R
Believe in teams and foster a spirit of collaboration	✓		A, I, R
<b>Independence</b>			
Think outside the box and encourage others to do the same	✓		A, I, R
Take risks and support others to do the same	✓		A, I, R
Take responsibility for own professional development and actively seeks to improve performance	✓		A, I, R
Seek out and develop innovative practice	✓		A, I, R
<b>Determination</b>			
Be resilient and encourage this with colleagues and our students	✓		A, I, R
Be determined to close the gaps between student achievement and potential	✓		A, I, R
Be determined to form strong partnerships to improve provision for students	✓		A, I, R
<b>Excellence</b>			
Have the highest aspirations for the school and our students in terms of behaviour and academic achievement	✓		A, I, R
Celebrate individual and collective success	✓		A, I, R
Have a clear vision for your team	✓		A, I, R
Ability to challenge underperformance and hold others to account	✓		A, I, R

<b>Interpersonal Skills; Intellectual Ability; Motivation</b>			
	Essential	Desirable	Evidence
Good organisational skills	✓		A, I, R
Good interpersonal skills	✓		A, I, R
Commitment to diversity, safeguarding and health and safety	✓		A, I, R
Good verbal and written communication skills	✓		A, I, R, T
Proficient IT skills	✓		A, I, R
Professional integrity and an ability to maintain the utmost confidentiality	✓		A, I, R
Ability to work under pressure to tight deadlines	✓		A, I, R
Commitment to continuous professional development	✓		A, I, R
Ability to form and maintain appropriate relationships and personal boundaries with children	✓		A, I, R
Ability to deal effectively with challenging situations, demonstrating initiative and prioritising actions	✓		A, I, R
Ability to provide high quality customer care, dealing with issues and complaints swiftly and efficiently	✓		A, I, R
Ability to work as part of a team, demonstrating flexibility and interdependence	✓		A, I, R
Ability to solve complex problems and communicate them effectively	✓		A, I, R
Commitment to the school's aims/objectives and ability to articulate this to others	✓		A, I, R

Qualifications and Awards		
Essential	Desirable	Evidence
GCSE English or equivalent at grade C or above	QTS	A, C
GCSE Maths or equivalent at grade C or above	Degree	A, C

Relevant Experience		
Essential	Desirable	Evidence
Experience of working in a secondary school	Experience of working in more than one secondary school	A, I, R
Experience of using ICT to support learning	Experience of supporting students with specific learning needs, such as Autism, Asperger's, Dyslexia, Dyspraxia	A, I, R
Experience of working with students and staff at all levels, either in 1:1s or small groups	Experience of delivering Lexia, Ruth Miskin, Accelerated Reader	A, I, R
Experience of identifying and planning for children's personal development needs		A, I, R
Experience of delivering literacy and numeracy intervention and/or support programmes		A, I, R
Experience of creating learning resources to support students		A, I, R
Current First Aid at Work certificate recognised by HSE, or willingness to undertake training.		A, I, R

**Key:** A = Application; I = Interview; T = Tests/Teaching; C = Certificates; R = References

