**PERSON SPECIFICATION**

**Christ the King Catholic Voluntary Academy**

Learning Support Assistant - English

February 2021

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| --- | --- | --- | --- | --- |
| CATEGORY/ITEM | **ESSENTIAL** | | **DESIRABLE** | EVIDENCE |
| **The Academy** | | | | |
| Willing to support the Christian tradition and spiritual ethos of the school. | √ | |  | AI |
| Willing and able to contribute to and share in the corporate life of the school. | √ | |  | AI |
| **Professional Values and Practice** | | | | |
| Has high expectations of all students and is committed to providing support to assist pupils overcome barriers to learning and encourage raised educational achievement | √ | |  | AI |
| Demonstrates and promotes positive values, attitudes and behaviour | √ | |  | ARI |
| Takes account of different interests, experiences, achievements of boys and girls, and students from different cultural and ethnic groups | √ | |  | AI |
| Promotes equal opportunities | √ | |  | ARI |
| **Knowledge and Understanding** | | | | |
| Has obtained at least GCSE qualifications or equivalent with a minimum Grade C or equivalent in English and Maths. | √ | |  | A |
| Has obtained A Level qualifications or equivalents |  | | √ | A |
| Has experience of working with members of the public including young people aged 11 – 19. | √ | |  | ARI |
| Is aware of the requirements for Key Stage 2 and Key Stage 5 and Further/Higher education. |  | | √ | AI |
| Experience of using IT systems including Word processing and basic spread sheet operation. |  | | √ | AI |
| Has an understanding and knowledge of programmes of study and is able to support the delivery of such programmes |  | | √ | AI |
| Understands the responsibilities under the Keeping Children safe in education and SEND Code of Practice | √ | |  | AI |
| Knows a range of strategies to promote good behaviour and a purposeful learning environment | √ | |  | AI |
| Differentiates to meet students' needs, including more able and those with SEND |  | | / | AI |
| Uses a range of monitoring and assessment strategies and uses this information to improve delivery | √ | |  | AI |
| Is able to maintain records to monitor student progress and achievements periodically | √ | |  | AI |
| Is able to establish a purposeful learning environment where diversity is valued and where students feel secure and confident. |  | | √ | AIR |
| Is committed to Continuing Professional Development | √ | |  | I |
| **Skills and Aptitudes** | | | | |
| Has good organisational skills | | √ |  | ARI |
| Works well both in a team and independently | | √ |  | ARI |
| The ability to communicate, influence, persuade, motivate and engage with a wide range of children/young people, their families and carers | | √ |  | AIR |
| Knowledge and understanding of child protection, health, safety and security, confidentiality and data protection, copyright etc. | | √ |  | AI |
| Pays attention to detail. | | √ |  | AI |
| Show a commitment to learn new skills and expand on current skill set and demonstrate a willingness to pass on knowledge and techniques to others | | √ |  | AI |
| Demonstrate good general interpersonal and communication skills | | √ |  | AI |
| Deal with conflicting demands and work flexibly | | √ |  | AI |
| **Suitability to work with children** | | | | |
| Enhanced DBS | | √ |  | ARI |
| **Specific requirements** | | | | |
| Confidentiality awareness | | √ |  | ARI |

A Application Form R References I Interview