

PERSON SPECIFICATION

Learning Support Assistant

A Person Specification defines the required qualifications, knowledge, skills and qualities of the staff sought by Minster Trust for Education (MITRE) Trustees in the recruitment and selection process – these are referred to as essential in the table below.

All members of staff employed by the Minster Trust for Education support and promote the school's aims:

1. To create an atmosphere of caring and purpose derived from commitment to moral and religious principles;
2. To engender a lifelong love of learning;
3. To encourage each child to strive for his or her best in intellectual, physical and spiritual growth;
4. To help each child to develop relationships with others which are founded on mutual respect and the pursuit of lasting happiness;
5. To encourage and develop leadership and active citizenship within the school and wider community which fosters a sense of dignity, vocation and purpose for every individual;
6. To develop and maintain excellence in teaching and learning.

*Note: when completing your application form please have regard to how each of the **essential** elements of the person specification will be assessed (refer to evidence key at the end of this document). In particular, please ensure that you provide **written** evidence of how you meet the specification for those noted as **W**.*

Attributes & Requirements

	Essential	Desirable
Education & Training	<ul style="list-style-type: none"> • Secondary Education up to level 3 including GCSE Maths and English minimum Grade C or equivalent qualification (W, D) • Willingness to undertake training relevant to the post (W,I) 	<ul style="list-style-type: none"> • IT qualification e.g. ECDL (W, D) • Braille Qualification or equivalent SEND certificate (W, D)
Experience	<ul style="list-style-type: none"> • Experience of working with young people (W) • Experience of working within a team (I) • Understanding of Health and Safety issues as related to the needs of students with emotional/behavioural issues (W) 	<ul style="list-style-type: none"> • Experience of working in the educational sector (I) • Experience in maths intervention to GCSE level (W, I)

	<ul style="list-style-type: none"> Understanding of differentiation and how to apply for young people with additional needs (I) 	
Skills and Abilities	<ul style="list-style-type: none"> Ability to set and maintain high standards (W) Well-developed literacy, numeracy and IT skills (W) A keen eye for detail and a methodical approach to record keeping (W) Ability to work under pressure (I) Ability to prioritise tasks, manage time effectively and meet deadlines. (I) Ability to relate to and work with young people (I) An understanding of the confidential nature of aspects of the role (W, I) 	<ul style="list-style-type: none"> MAPA Training (D) Safe handling training (I, D)
Personal Qualities	<ul style="list-style-type: none"> Proven interpersonal and communication skills to work effectively with students, parents/carers and outside agencies (W, I) Calm and decisive manner (I) Sense of humour, even under pressure (I) Cooperative, friendly and helpful (I) A positive “can do” attitude (I) Willingness to be flexible (W) Committed to continuous professional training and development (W) Supportive of the school’s ethos (W, I) 	
Other Conditions	<ul style="list-style-type: none"> Able to fulfil all aspects of the Job Description (I) Conduct yourself in a professional manner and abide by our code and conduct (I) Must satisfy relevant pre-employment checks (D) This post will involve contact with vulnerable groups (Children, young people, and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 And subject to an Enhanced DBS check (D) 	
Equal Opportunities & Safeguarding	<ul style="list-style-type: none"> Commitment to equal opportunities (I) 	

	<ul style="list-style-type: none">• Commitment to safeguarding students with full adherence to; Child Protection, Safeguarding and staff code and conduct policies (I)• Must be able to recognise discrimination and its many forms, and be willing to put equality policies into practice (I)	
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Evidence key: Written Application (W), Documentary evidence (D), Interview/assessment (I)

Note: Where the requirements are 'Essential' and marked as evidenced by your written application (W) – if your written application does not state how you meet the essential criteria, you will not be shortlisted.