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
Positive			
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
Respect			
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
Independence			
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
Determination			
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
Excellence			
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

Interpersonal Skills; Intellectual Ability; Motivation			
	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 an 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