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| **Job Title** | Learning Support Assistant |
| **Salary Range** | CPS Salary Scale 13 - 17 |
| **Responsible to** | Head Teacher |

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| **Key Criteria** | **Essential** | **Desirable** | **Assessed By** |
| **Qualifications and Experience** | Evidence of relevant professional development | Level 3 or equivalent in Childcare | A |
| Teaching experience with Primary age children (Early Years experience required for EYFS LSA post) | Other relevant qualifications (e.g. Foundation Degree in Education) | A |
|  | National Vocational Qualifications in Supporting Teaching and Learning | A |
|  | Experience of supervising others | A |
|  | Experience of writing, monitoring and supporting Individual Education Plans (IEPs) for pupils, staff and parents | A |
|  | First Aid qualifications | A |
|  | Minimum of 3 years’ experience in a childcare setting within the last 5 years | A |

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| **Key Criteria** | **Essential** | **Desirable** | **Assessed By** |
| **Knowledge** | Knowledge and understanding of the requirements of the Primary Curriculum |  | A, I, O |
| Knowledge of how ICT is used to support pupils’ learning and the ability to use ICT effectively in a classroom setting | Knowledge and understanding of current research into effective learning strategies, educational trends and issues | I, O |
| Knowledge and understanding of the implications of equal opportunities, multicultural education and inclusion |  | I |
| Knowledge and understanding of safeguarding and child protection legislation and guidance |  | A, I |

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| **Key Criteria** | **Essential** | **Desirable** | **Assessed By** |
| **Skill and Abilities** | Ability to contribute to planning and preparation of lessons and teaching materials | Understanding of assessment tracking systems | I, R |
| Ability to contribute to the assessment and monitoring of pupil progress | High level ICT skills | I, O |
| Ability to form positive, warm relationships with pupils |  | I, R |
| Ability to prioritise and manage time and workload |  | A, I, R |
| Ability to work as part of a team |  | A, I |
| Ability to communicate with a wide range of audiences, including parents, colleagues and other relevant parties |  | A, I |
| Ability to be creative, innovative and tenacious |  | A, I, O |
| Clear and courteous communication skills |  | A |

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| **Key Criteria** | **Essential** | **Desirable** | **Assessed By** |
| **Personal Attributes** | Passionate approach to teaching and learning |  | A, I |
| Commitment to the ethos and values of Cathedral Primary School |  | A |
| Caring nature |  | O, R |
| Ability to inspire pupils and the desire to provide the best possible education to all learners |  | A, O |
| Ability to enthuse and motivate others |  | A, R |
| Positive approach to change and development |  | A |
| Flexibility and adaptability |  | A, R |
| Strong commitment to ongoing professional development |  | A, R |
| Professional approach |  | A, I, O |
| Innovative, creative and willing to take appropriate risks |  | A, I |
| Able to inspire confidence in pupils, parents, carers and colleagues |  | A, I, R |

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| **Key Criteria** | **Essential** | **Desirable** | **Assessed By** |
| **Safeguarding** | Evidence of suitability to work with children (enhanced DBS check) |  | R |
| Evidence of commitment to the safeguarding, health and welfare of children |  | A |

**A Application Form**

**I Interview**

**O Observation**

**R References**