**PERSON SPECIFICATION**

**The Trinity Catholic School**

Learning Support Assistant - Behaviour

January 2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |
| Holds a qualification related to working with children in a SEND environment |  | | √ | 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 a good understanding of issues that students with Special Educational needs may encounter and understands the importance of Inclusion in schools | √ | |  | 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 | √ | |  | AI |
| Treats students consistently, with concern for development | √ | |  | I |
| Understands the contribution of support staff and other professionals | √ | |  | I |
| Is committed to Continuing Professional Development | √ | |  | I |
| **Skills and Aptitudes** | | | | |
| Has good organisational skills. | | √ |  | ARI |
| Works well both in a team and independently. | | √ |  | ARI |
| Excellent written communication skills. | | √ |  | A |
| Excellent verbal communication skills. | | √ |  | AI |
| Pays attention to detail. | | √ |  | AI |
| Maintains a clam and patient manner. | | √ |  | AI |
| Is flexible/adaptable. | | √ |  | AI |
| **Suitability to work with children** | | | | |
| Enhanced DBS | | √ |  | ARI |
| **Specific requirements** | | | | |
| Confidentiality awareness | | √ |  | ARI |

A Application Form R References I Interview