



Learning Support Assistant (LSA) Person Specification (Scale 4)

	Essential	Desirable	Method of Assessment
Qualifications and Experience			
Education	<ul style="list-style-type: none"> Achieved a qualification in English and Mathematics either at GCSE level or the equivalent e.g. a Level 2 of the National Qualifications Framework. Demonstrate good communication skills, both oral and in writing. 	<ul style="list-style-type: none"> First Aid Qualification. Team Teach training certificate. 	Application Form and Certificates
Experience	<ul style="list-style-type: none"> Experience of delivering individual and group teaching in a primary school. Experience of working with children with significant Complex Needs or Autism. 	<ul style="list-style-type: none"> Experience of working with children with other additional needs, e.g. SLC, EAL. 	Application Form Interview References
Professional Knowledge and Understanding			
Safeguarding	<ul style="list-style-type: none"> A sound knowledge and understanding of safeguarding children in line with Keeping Children Safe in Education (2022) Awareness of practical welfare and health and safety requirements when working with young children. 		Application Form Interview
Teaching, Learning and Assessment	<ul style="list-style-type: none"> A sound understanding of the main teaching methods used when teaching groups/individual primary aged children, including children with Autism. A sound understanding of appropriate assessment procedures involved in working with primary aged children. A good knowledge of positive behaviour management strategies (in line with the school's policy and procedures). Appropriate computing skills to support learning. 	<ul style="list-style-type: none"> Understanding of the school curriculum and age-related expectations of primary children. Have an area of expertise which can be used to support learning of individual children across the school, e.g. EAL, speech and language, social, emotional and mental health. 	Application Form Interview and Task References
Professional Skills			
Ethos	<ul style="list-style-type: none"> Demonstrate high expectations for all children, whilst providing appropriate levels of nurture, support and challenge. Ability to engage and include all children in their learning through positive and sensitive interactions. Maintain confidentiality. 		Application Form Interview and Task References
Curriculum	<ul style="list-style-type: none"> Ability to fulfil your role in lessons, including preparing relevant resources. 		Application Form



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	<ul style="list-style-type: none"> Ability to observe children, accurately record your observations and feed back to the class teacher so that s/he can plan next steps in each child's learning. 		Interview and Task References
Professional Attributes			
Relationships	<ul style="list-style-type: none"> Actively support, promote and demonstrate the school's value of 'Respecting One Another', and the school's vision statement. Enjoy working with children and be committed to developing positive and respectful relationships with them. Ability and willingness to work collaboratively and supportively within a team, maintaining good professional working relationships with all members of the community. Ability to take direction and/or use initiative as appropriate to the task at hand. Ability to demonstrate consistently the positive attitudes, values and behaviour which are expected of children. 		Application Form Interview and Task References
Personal Attributes and Attitude			
	<ul style="list-style-type: none"> Consistently display the highest levels of professionalism at all times in line with the Staff Code of Conduct Excellent interpersonal and organisational skills Self-motivated and enthusiastic Empathy Flexibility Be committed to your own professional development 		Application Form Interview References