

Baysgarth School

Learning Support Assistant Person Specification

At Baysgarth School PRIDE permeates everything we do and represent, including our person specifications for our staff.

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
		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