**LEARNING SUPPORT ASSISTANT PERSON SPECIFICATION**

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| **Specification** | **Level 4 (core requirements for all posts** | **Level 5 (expected pay scale)** | **Level 6 (available for key LSA roles within the faculty)** |
| Qualification and training | A good general education | Minimum Level 2 Equivalence in Maths and English | Degree or SEN Related Qualification  e.g. Level 3 NVQ |
| Experience | Evidence of having worked with children in some capacity; this could be as a parent/carer. | Relevant work experience in a similar environment.  Experience of working with children with SEN, preferably at secondary age.  Impact of previous interventions as the lead person | Relevant responsibility and / or leadership within an SEN setting. |
| Specific qualities, skills and abilities | As for level 5 | Ability to assess learning and learning needs of individuals and groups of children  Ability to lead, develop and evaluate specific learning activities with individuals and groups  Ability to develop the learning environment and learning resources to enhance pupil progress  Understanding of the planning and review processes for pupils. | As scale 5 plus:  Ability to lead, manage and mentor staff  Understanding of the administration of the planning and review processes and ability to manage and administrate them to tight deadlines  Ability to assess the impact of strategies and advise on the effective deployment of LSAs  Ability to advise on learning support best practice and contribute to departmental planning and review. |
| Generic qualities, skills and abilities | Ability to use ICT and technology to support learning commensurate with the duties of the grade concerned  A positive interest in working with children (especially those with SEN)  Ability to get the best out of children.  A sense of humour.  Adaptability.  Able to work on own and as part of a team.  Ability to build good working relationships with a range of colleagues.  A clear communicator.  Ability to work calmly and with patience.  Positive attitude to personal development and training  Commitment to equal opportunities  Clear understanding and respect for confidentiality and safeguarding  First aid training or the willingness to undertake it  Manual handling and personal care qualifications, or the willingness to undertake training to support students with such needs | | |