



# Person Specification

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**Job Title:** Learning Manager

Knowledge	E = Essential D = Desirable	Identified By
Advanced understanding of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.	E	AI
Understanding of principles of child development, learning styles and independent learning	E	AI
Relevant experience of working with children in an educational setting (within specified age range/subject area)	E	A
Working knowledge of relevant policies/codes of practice/legislation	E	A
Understanding of statutory frameworks relating to teaching and learning	E	A
Understanding of inclusion, especially within a school setting	E	AI
Experience of resources preparation to support learning programmes	E	AIR
Skills and Abilities	E = Essential D = Desirable	Identified By
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E	AIR
Ability to build and maintain effective working relationships with all pupils and colleagues	E	AIR
Ability to demonstrate, lead and motivate a team of staff, ensuring effective communication and deployment	E	ARI
Ability to contribute to the School Senior Management Team	E	RI
Ability to promote a positive ethos and role model positive attitudes	E	ARI
Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	E	ARI
Ability to adapt own approach in accordance with pupil needs	E	ARI
Ability to continually develop and extend own working practices	E	ARI
Demonstrate the potential to contribute to the School Senior Management Team	E	RI



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Excellent numeracy and literacy skills	E	A
Effective use of ICT to support learning	E	AI
<b>Qualifications</b>	<b>E = Essential D = Desirable</b>	<b>Identified By</b>
Attainment of HLTA status or equivalent qualification which demonstrates/includes HLTA standards (Appendix 1)	E	A
Requirement to complete DfES Teacher Assistant Induction Programme	E	A
NVQ III or equivalent in Teaching Assistance	E	A
Willingness to participate in relevant training and development opportunities	E	AI
Training in the literacy/numeracy strategy	E	AI
Training in Special Educational Needs strategies	D	AI
Willingness to undertake appointed person certificate in first aid administration	D	AI
<b>Professional Values &amp; Practice</b>	<b>E = Essential D = Desirable</b>	<b>Identified By</b>
High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	E	AI
Ability to build and maintain successful relationships with pupils, treat them consistency, with respect and consideration, and demonstrate concern for their development as learners	E	AIR
Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	E	AIR
Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice	E	AIR
Able to liase sensitively and effectively with parents and carers recognising role in pupils' learning	E	AIR
Able to improve their own practice through observations, evaluation and discussion with colleagues	E	AIR
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	AIR



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Other Circumstances	E = Essential D = Desirable	Identified By
An ability to fulfil all spoken aspects of the role with confidence through the medium of English	E	Interview

## Appendix 1 - HLTA Standards

Those awarded HLTA status must demonstrate, through their practice, that they:

### Professional Attributes

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people
6. Demonstrate a commitment to collaborative and cooperative working with colleagues
7. Improve their own knowledge and practice including responding to advice and feedback

### Professional Knowledge and Understanding

8. Understand the key factors that affect children and young people's learning and progress
9. Know how to contribute to effective personalised provision by taking practical account of diversity
10. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
12. Know how to use ICT to support their professional activities
13. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support



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14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
16. Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

## **Professional Skills\***

### **Planning and Expectations**

17. Use their area(s) of expertise to contribute to the planning and preparation of learning activities
18. Use their area(s) of expertise to plan their role in learning activities
19. Devise clearly structured activities that interest and motivate learners and advance their learning
20. Plan how they will support the inclusion of the children and young people in the learning activities
21. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

### **Monitoring and Assessment**

22. Monitor learners' responses to activities and modify the approach accordingly
23. Monitor learners' progress in order to provide focused support and feedback
24. Support the evaluation of learners' progress using a range of assessment techniques
25. Contribute to maintaining and analysing records of learners' progress

### **Teaching and Learning Activities**

26. Use effective strategies to promote positive behaviour
27. Recognise and respond appropriately to situations that challenge equality of opportunity
28. Use their ICT skills to advance learning
29. Advance learning when working with individuals
30. Advance learning when working with small groups
31. Advance learning when working with whole classes without the presence of the assigned teacher
32. Organise and manage learning activities in ways which keep learners safe
33. Direct the work, where relevant, of other adults in supporting learning

*\*Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school.*



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