

# Person Specification

## Post: Learning Assistant Level 2



| Knowledge   | E = Essential<br>D = Desirable | Identified by |
|---|--------------------------------|---------------|
|   |                                |               |
| Demonstrate an understanding of the national curriculum and other basic learning programmes/ techniques (within specified age range/subject area e.g. Numeracy and Literacy strategies) | E                              | A/I           |
| An awareness and an understanding of issues of inclusion, especially within a school setting  | E                              | A/I/R         |
| Training in Special Educational Needs strategies  | D                              | A/I           |
| Skills and Abilities  | E = Essential<br>D = Desirable | Identified by |
|   |                                |               |
| Ability to work effectively within a team environment, understanding classroom roles and responsibilities   | E                              | A/I           |
| Ability to build effective working relationships with all pupils and colleagues   | E                              | A/I           |
| Ability to promote a positive ethos and promote a positive attitude as a role model   | E                              | A/I/R         |
| Ability to work with children at all levels regardless of specific individual need e.g. individual learning styles  | E                              | A/I/R         |
| Ability to promote the positive values, attitudes and behaviour that are expected from the pupils with whom they work in accordance with the schools aims                               | E                              | A/I           |
| Able to liaise sensitively and effectively with parents and carers recognising the role in pupils' learning   | E                              | A/I/R         |
| Excellent numeracy and literacy skills as required  | E                              | A/I           |
| Ability to undertake structured and agreed learning activities  | E                              | A/I           |
| Ability to undertake clerical/administrative duties and provide support as required   | E                              | A/I           |
| The ability to prepare and organise a range of resources to support learning programmes   | D                              | A/I           |
| Effective use of ICT to support learning  | D                              | A/I           |
| Training in the literacy/numeracy strategy  | D                              | A/I           |
| Training in Special Educational Needs strategies  | D                              | A/I           |

# Person Specification

## Post: Learning Assistant Level 2

| Qualifications  | E= Essential<br>D=Desirable    |               |
|---|--------------------------------|---------------|
| NVQ II or equivalent in Teaching Assistance   | D                              | A/I           |
| Experience  | E = Essential<br>D = Desirable | Identified by |
| Relevant experience of working with and/or caring for children within a specified age range/subject area  | E                              | A/I/R         |
| Above within an educational setting   | D                              |               |
| Professional Values and Practice  | E= Essential<br>D= Desirable   | Identified by |
| Must be able to demonstrate all of the following:<br><br>Ability to understand, build and maintain successful relationships with pupils and colleagues, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners. | E                              | A/I/R         |
| Special Attributes required of the Candidate  | E = Essential<br>D = Desirable | Identified by |
| Participate in relevant training and development opportunities  | E                              | A/I           |
| Undertake appointed person certificate in first aid administration  | D                              | A/I           |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people   | E                              | A/R/I         |