



Person Specification

Post: Learning Assistant Level 3



Knowledge	E = Essential D = Desirable	<i>Identified by</i>
		A = application, I = interview, O = observation, R = references
Understanding and working knowledge of the national curriculum and other learning programmes within Y6	E	A, I, O
Working knowledge and understanding of principles of child development, learning styles and independent learning	E	A, I, O
Working knowledge of relevant policies/codes of practice/legislation	E	A, R
Understanding of inclusion, especially within a school setting	E	A, I, O, R
Experience of resources preparation to support learning programmes	E	I, O, R
Skills and Abilities	E = Essential D = Desirable	Identified by
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E	A, R
Ability to build and maintain effective working relationships with all pupils and colleagues	E	A, R
Ability to promote a positive ethos and role model positive attitudes	E	A, I, O, R
Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	E	A, I, O, R
Ability to adapt own approach in accordance with pupil needs	E	A, I
Excellent personal numeracy and literacy skills	E	A, I
Effective use of ICT to support learning	D	A, I
Qualifications and Training	E = Essential D = Desirable	
Relevant experience of working with children in an educational setting within upper key stage 2	E	A, I, R
NVQ III or equivalent in teaching assistance or relevant experience	E	A



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Willingness to participate in relevant training and development opportunities	E	A, I, R
Training in the literacy/numeracy	D	A, I, R
Training in Special Educational Needs strategies	D	A
Willingness to undertake appointed person certificate in first aid administration	D	A
Specialist phonics knowledge	E	A, I, R
Professional Values and Practice	E= Essential D= Desirable	Identified by
Must be able to demonstrate all of the following:		
High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	E	A, I, O, R
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	A, I, O, R
Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	E	A, I, O, R
Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice	E	A, I, R
Able to liase sensitively and effectively with parents and carers recognising role in pupils' learning	E	A, R
Able to improve their own practice through observations, evaluation and discussion with colleagues	E	A, I, R