**Job Title:** Learning Assistant Level 3

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| **Knowledge** | **E = Essential**  **D = Desirable** | **Identified By** |
| Understanding and working knowledge of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.  Working knowledge and understanding of principles of child development, learning styles and independent learning  Working knowledge of relevant policies/codes of practice/legislation  Understanding of inclusion, especially within a school setting  Experience of resources preparation to support learning programmes | E  E  E  E  E | I/AF  I/AF  I/AF  I/AF  I/AF |
| **Skills and Abilities** | **E = Essential**  **D = Desirable** | **Identified By** |
| Ability to work effectively within a team environment, understanding classroom roles and responsibilities  Ability to build and maintain effective working relationships with all pupils and colleagues  Ability to promote a positive ethos and role model positive attitudes  Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate  Ability to adapt own approach in accordance with pupil needs  Excellent personal numeracy and literacy skills  Effective use of ICT to support learning | E  E  E  E  E  E  D | I/AF  I/AF  I/AF  I/AF  I/AF  I/AF |
| **Qualifications** | **E = Essential**  **D = Desirable** | **Identified By** |
| Relevant experience of working with children in an educational setting (within specified age range/subject area)  NVQ III or equivalent in teaching assistance or relevant experience  Requirement to complete DfES Teacher Assistant Induction Programme  Willingness to participate in relevant training and development opportunities  Training in the literacy/numeracy strategy  Training in Special Educational Needs strategies  Willingness to undertake appointed person certificate in first aid administration  Specialist subject knowledge curriculum/ resources ***(enter specifics here)*** if required by school | E  D  E  E  E  D  D  E | I/AF  I/AF  I/AF  I/AF  I/AF  I/AF  I/AF  I/AF |
| **Professional Values & Practice** | **E = Essential**  **D = Desirable** | **Identified By** |
| High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements  Ability to build and maintain successful relationships with pupils, treat them consistency, with respect and consideration, and demonstrate concern for their development as learners  Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work  Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice  Able to liaise sensitively and effectively with parents and carers recognising role in pupils’ learning  Able to improve their own practice through observations, evaluation and discussion with colleagues | E  E  E  E  E  E | **I**  **II** |
| **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 |