**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 learningWorking knowledge of relevant policies/codes of practice/legislationUnderstanding of inclusion, especially within a school settingExperience of resources preparation to support learning programmes | EEEEE | I/AFI/AFI/AFI/AFI/AF |
| **Skills and Abilities** | **E = Essential****D = Desirable** | **Identified By** |
| Ability to work effectively within a team environment, understanding classroom roles and responsibilitiesAbility to build and maintain effective working relationships with all pupils and colleaguesAbility to promote a positive ethos and role model positive attitudesAbility to work with children at all levels regardless of specific individual need and identify learning styles as appropriateAbility to adapt own approach in accordance with pupil needsExcellent personal numeracy and literacy skillsEffective use of ICT to support learning | EEEEEED | I/AFI/AFI/AFI/AFI/AFI/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 experienceRequirement to complete DfES Teacher Assistant Induction ProgrammeWillingness to participate in relevant training and development opportunitiesTraining in the literacy/numeracy strategyTraining in Special Educational Needs strategiesWillingness to undertake appointed person certificate in first aid administrationSpecialist subject knowledge curriculum/ resources ***(enter specifics here)*** if required by school | EDEEEDDE | I/AFI/AFI/AFI/AFI/AFI/AFI/AFI/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 achievementsAbility to build and maintain successful relationships with pupils, treat them consistency, with respect and consideration, and demonstrate concern for their development as learnersDemonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they workAbility to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and adviceAble to liaise sensitively and effectively with parents and carers recognising role in pupils’ learningAble to improve their own practice through observations, evaluation and discussion with colleagues | EEEEEE | **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 |