



# PERSON SPECIFICATION

“MAGIC Children!  
 Motivated Aspirational Growing in  
 Independence and Confidence”

1. INTRODUCTION			
1.1	Post	Learning Manager (Level 4)	
Knowledge		E = Essential D = Desirable	Identified by I – Interview A – Application T – Task
2.1	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	I
2.2	Understanding of principles of child development, learning styles and independent learning	E	A/I
2.3	Relevant experience of working with children in an educational setting (within specified age range/subject area)	E	A
2.4	Working knowledge of relevant policies/codes of practice/legislation	E	I
2.5	Understanding of statutory frameworks relating to teaching and learning	E	I
2.6	Understanding of inclusion, especially within a school setting	E	I
2.7	Experience of resources preparation to support learning programmes	E	A
Skills and Abilities		E = Essential D = Desirable	Identified by
3.1	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E	I/T
3.2	Ability to build effective working relationships with all pupils and colleagues	E	I/T
3.3	Ability to demonstrate, lead and motivate a team of staff, ensuring effective communication and deployment	E	I
3.4	Ability to contribute to the School Senior Management Team	E	I
3.5	Ability to promote a positive ethos and role model positive attitudes	E	I
3.6	Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	E	A/I
3.7	Ability to adapt own approach in accordance with pupil needs	E	T
3.8	Ability to continually develop and extend	E	I



	own working practices		
3.9	Demonstrate the potential to contribute to the School Senior Management Team	E	A/I
3.10	Excellent numeracy and literacy skills	E	A/T
3.11	Effective use of ICT to support learning	D	A/I
<b>Qualifications and Training</b>		<b>E= Essential D=Desirable</b>	<b>Identified by</b>
4.1	Attainment of HLTA status via Assessment Only or Full Training Route	E	A
4.2	Requirement to complete DfES Teacher Assistant Induction Programme	E	I
4.3	NVQ III or equivalent in Teaching Assistance	E	A
4.4	Willingness to participate in relevant training and development opportunities	E	I
4.5	Training in the literacy/numeracy strategy	E	A
4.6	Training in Special Educational Needs strategies	D	A
4.7	Willingness to undertake appointed person certificate in first aid administration	D	I
<b>Professional Values and Practice</b>		<b>E= Essential D= Desirable</b>	<b>Identified by</b>
	Must be able to demonstrate all of the following:		
6.1	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	E	I/T/A
6.2	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	I/A/T
6.3	Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	E	T
6.4	Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice	E	A/I
6.5	Able to liase sensitively and effectively with parents and carers recognising role in pupils' learning	E	A/I
6.6	Able to improve their own practice through observations, evaluation and discussion with colleagues	E	I
6.7	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	T/I

