



# 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 (particularly within EYFS)	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 own working practices	E	I



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 or equivalent qualification which demonstrates/includes HLTA standards (appendix 1)	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/Qualifications in EYFS	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/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 liaise 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



## Appendix 1

### HLTA Standards

Those awarded HLTA status must demonstrate, through their practice, that they:

#### **Professional Attributes**

- 1 Have high expectations of children and young people with a commitment to helping them fulfil their potential
- 2 Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
- 3 Demonstrate the positive values, attitudes and behaviour they expect from children and young people
- 4 Communicate effectively and sensitively with children, young people, colleagues, parents and carers
- 5 Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people
- 6 Demonstrate a commitment to collaborative and cooperative working with colleagues
- 7 Improve their own knowledge and practice including responding to advice and feedback

#### **Professional Knowledge and Understanding**

- 8 Understand the key factors that affect children and young people's learning and progress
- 9 Know how to contribute to effective personalised provision by taking practical account of diversity
- 10 Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
- 11 Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
- 12 Know how to use ICT to support their professional activities
- 13 Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- 14 Understand the objectives, content and intended outcomes for the learning activities in which they are involved
- 15 Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
- 16 Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

#### **Professional Skills\***

#### **Planning and Expectations**

- 17 Use their area(s) of expertise to contribute to the planning and preparation of learning activities



- 18 Use their area(s) of expertise to plan their role in learning activities
- 19 Devise clearly structured activities that interest and motivate learners and advance their learning
- 20 Plan how they will support the inclusion of the children and young people in the learning activities
- 21 Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

### **Monitoring and Assessment**

- 22 Monitor learners' responses to activities and modify the approach accordingly
- 23 Monitor learners' progress in order to provide focused support and feedback
- 24 Support the evaluation of learners' progress using a range of assessment techniques
- 25 Contribute to maintaining and analysing records of learners' progress

### **Teaching and Learning Activities**

- 26 Use effective strategies to promote positive behaviour
- 27 Recognise and respond appropriately to situations that challenge equality of opportunity
- 28 Use their ICT skills to advance learning
- 29 Advance learning when working with individuals
- 30 Advance learning when working with small groups
- 31 Advance learning when working with whole classes without the presence of the assigned teacher
- 32 Organise and manage learning activities in ways which keep learners safe
- 33 Direct the work, where relevant, of other adults in supporting learning

*\*Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school.*

