

Thomas Jones Primary School

Person Specification

Title of Role: Learning Support Assistant

Qualifications, knowledge , experience, skills and abilities			
Essential (E) or Desirable (D)	Requirements	Assessment Criteria	
		Application Form	Interview
E	<ul style="list-style-type: none"> • Good basic level of education 	√	√
E	<ul style="list-style-type: none"> • Experience of working with young children (in a paid or voluntary capacity) 	√	√
E	<ul style="list-style-type: none"> • Physically able to join in all activities such as PE, playtime duty – as required 		√
E	<ul style="list-style-type: none"> • Knowledge and understanding of: <ul style="list-style-type: none"> ○ The needs of young children ○ Behaviour management strategies ○ The roles played by various adults in child's education ○ Child development and they ways in which children learn 	√	√
E	<ul style="list-style-type: none"> • Be able to: <ul style="list-style-type: none"> ○ Help professional staff to achieve their objectives ○ Work 1:1 with children with additional needs ○ Assist children on an individual basis, in small group and whole class learning ○ Foster independence in a range of situations ○ Supervise children, and adhere to defined behaviour management policies ○ Liaise and communicate effectively with others ○ Demonstrate good organisational skills ○ Reflect on and develop professional practice ○ Contribute to assessment in the form of oral feedback and written comments ○ Make and maintain basic teaching resources 	√	√
E	<ul style="list-style-type: none"> • Ability to communicate positively and effectively with excellent written and spoken Standard English 	√	√
D	<ul style="list-style-type: none"> • GCSE Mathematics and English 	√	√
D	<ul style="list-style-type: none"> • A relevant qualification in Childcare and/or Education 	√	√
D	<ul style="list-style-type: none"> • Being a paid worker in schools, play schemes, creches, midday supervision, after-school clubs or similar 	√	√

Personality and Values

- Be warm and have a positive mind set
- Be flexible and resilient, and assist teachers and senior leaders with whole school priorities when necessary
- Be hard working, organised and self-motivated
- Be able to use initiative to prioritise workload without constant supervision
- Be calm under pressure
- Have the ability to retain a sense of perspective
- Adopt a reflective approach to work and undertake training as required in order to fulfil the requirements of the role
- Demonstrate attributes of discretion, tact and diplomacy
- Show initiative, drive and commitment to training and on-going improvement
- Be collegiate and demonstrate good interpersonal skills, taking on-board advice and guidance
- Have the ability to build a strong rapport with the pupils they work with
- Be fully compliant with the statutory requirements of legislation including a commitment to safeguarding

