Person Specification

Learning Support Practitioner

CRITERIA	QUALITIES
Qualifications and training	GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths
	Qualifications relating to the role of Teaching Assistant (or evidence of working towards gaining such qualifications)
	First-aid training, or willingness to complete it
Experience	Experience working with children / young people in a school environment or other educational setting
	Experience of supporting children within Key Stage 1 or Key Stage 2
	Experience planning and delivering learning activities
	Experience of working with and supporting children with challenging behaviour
	Knowledge of KS1/2 assessment, curriculum and planning
	Experience running intervention programmes
Skills and knowledge	Excellent literacy, numeracy and verbal communication skills
	Ability to build effective working relationships with pupils and adults
	Skills and expertise in understanding the needs of all pupils
	Knowledge of how to help adapt and deliver support to meet individual needs; EAL, SEND and very able pupils
	Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils
	Knowledge of guidance and requirements around safeguarding children
	Good ICT skills, particularly using ICT to support learning
Personal qualities	Enjoyment of working with children, with sensitivity and understanding.
	A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school
	Commitment to maintaining confidentiality at all times
	Commitment to safeguarding pupil's wellbeing and equality
	Resilient, positive, forward looking and enthusiastic about making a difference
	Capacity to inspire, motivate and challenge children and young people
	Team player and excellent interpersonal skills

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Fluency Duty	This post has been identified as a customer facing role and therefore the school is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the School is obliged to ensure members of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role. Level of English fluency required: Can understand a wide range of demanding, longer clauses, and recognise implicit meaning. Can express ideas fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes.