



**Person Specification  
Learning Support Worker**

Essential	Desirable
<b>Qualifications and Experience</b>	
<ul style="list-style-type: none"> <li>• Experience of working with children who have behavioural, social and emotional health needs with a good knowledge of behavioural management techniques and strategies.</li> <li>• Completed or willing to be trained in specific pupil needs such as Autism, ADHD, sensory or specific learning strategies.</li> <li>• GCSE English and Maths at Grade C or above or equivalent.</li> <li>• NVQ Level 3 Teaching Assistant or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working as a teaching assistant or teacher in a school environment, specifically in the required year group.</li> <li>• To have planned, delivered and assessed intervention work to support learning.</li> <li>• Higher Level Teaching Assistant.</li> </ul>
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>• Ability to support learning across the Primary Phase, especially in Phonics, English and Maths with the commitment to raising levels of progress and achievement.</li> <li>• General knowledge and understanding of EYFS and/or national curriculum or other basic learning programmes and strategies, depending on the year group of the child.</li> <li>• Know how children learn and foster a "love of learning".</li> <li>• Follow plans from the class teacher and SENDCO to deliver programmes of study and interventions, including EHCP, My Plans and other schema.</li> <li>• Recognise that each child has specific needs that need to be nurtured and developed through careful and sensitive support and intervention.</li> <li>• Able to meet the child's needs as required, whilst encouraging independence/autonomy of the child.</li> <li>• Works 1 to 1 with a child as an individual, in a small group or whole class environment, teaching and making accurate observations and assessments, which are communicated back to the teacher to inform next steps.</li> <li>• Excellent interpersonal and communication skills, with all stakeholders.</li> <li>• Motivates and encourages, in order to establish a supportive relationship with the child, giving praise and positive recognition to help build self-esteem.</li> <li>• Able to work independently or as part of a team demonstrating initiative, tact and diplomacy.</li> <li>• Ability to work collaboratively and constructively as part of a highly motivated and resilient staff team, understanding roles and responsibilities, including your own position.</li> <li>• An interest, motivation and passion for working with children who have Special Educational Needs and Disabilities, and developing their knowledge, understanding and skills.</li> <li>• Willingness to learn from colleagues and act on advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Sounds Write Phonics training.</li> <li>• Able to plan from an ECHP, small steps in learning though a My Plan.</li> <li>• Ability to use own initiative to develop resources in order to support small groups of children.</li> <li>• Training in pupil mental health and ACES.</li> </ul>
<b>Personal Qualities</b>	
<ul style="list-style-type: none"> <li>• Display a calm and 'can do' attitude with a flexible and adaptable approach to work.</li> <li>• Committed to our school ethos – Vision, Mission and Values.</li> </ul>	



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<ul style="list-style-type: none"> <li>• Support and own our school values: Perseverance, Confidence, Resilience, Determination, Pride and Independence.</li> <li>• Have an open minded and non-judgemental approach to addressing pupil's barriers to learning, due to the school's demographic context and pupil's personal difficulties, challenges and backgrounds.</li> <li>• Desire and determination to improve their own personal effectiveness, through CPD.</li> <li>• Able to build positive working relationships with all stakeholders.</li> <li>• Has a "growth-mindset" and knows that with improvement comes change.</li> <li>• Professional, personable, helpful and friendly manner.</li> <li>• Be a responsible, sensible and accountable member of the team.</li> <li>• Be honest, trustworthy and conscientious.</li> </ul>	
<b>Expected Behaviours</b>	
<ul style="list-style-type: none"> <li>• A good understanding of the need for strict confidentiality and integrity in carrying out duties.</li> <li>• Has high expectations for student progress and achievement.</li> <li>• Awareness of equalities and anti-discriminatory practices and safeguarding of children.</li> <li>• Punctual, organised with good time management skills.</li> <li>• Provides excellent service for our stakeholders.</li> <li>• Works well as part of a team, motivating and inspiring others as a role model.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of school's relevant policies/codes of practice and awareness of relevant legislation.</li> </ul>