| **Post: Learning Support Assistant Level 2** | | | |
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|  | **Essential** | **Desirable** | **Method of Assessment** |
| **Qualifications** |  |  |  |
| * Demonstrable levels of numeracy and literacy equivalent to GCSE (A\*-C) or above in English and Maths * NVQ 2 for Teaching Assistants or equivalent qualifications or experience | **✓**  **✓** |  | Application form  Application form |
| **Experience** |  |  |  |
| * Working with, or caring for, children in a secondary setting |  | **✓** | Application form |
| **Philosophy** |  |  |  |
| * Commitment to the aims of the School | **✓** |  | Application form and letter of application |
| * Commitment to continuous improvement and sharing of good practice | **✓** |  |
| **Key Skills, attributes and personal qualities** |  |  |  |
| * Able to form and maintain appropriate professional relationships and boundaries with pupils. | **✓** |  | Application letter and interview  Engagement with pupils  References |
| * Willingness to work constructively as part of a team. | **✓** |  |
| * Supervise pupils effectively in line with the school’s behaviour policy | **✓** |  |
| * Be a good role model for pupils. | **✓** |  |
| * Work in partnership with parents and teachers | **✓** |  |
| * A commitment to helping pupils achieve, through education and learning | **✓** |  |
| * Competent use of ICT skills to support learning and maintain electronic information systems |  | **✓** |
| * Use own initiative and work flexibly | **✓** |  |
| * Deal with sensitive information in a confidential manner | **✓** |  |
| * Flexibility and ability to work under pressure and meet deadlines | **✓** |  |
| * Good organisational and time management skills, including ability to multi-task | **✓** |  |
| * Ability to develop good working relationships with other staff | **✓** |  |
| * Good written and communication skills | **✓** |  |
| * Emotional resilience in working with challenging behaviours | **✓** |  |
| * Attend school training sessions and other training opportunities | **✓** |  |
| * Experience of using behaviour management strategies | **✓** |  |  |
| **Professional Knowledge/Understanding** | **Essential** | **Desirable** |  |
| * Training in relevant learning strategies, e.g. literacy and numeracy | **✓** |  |  |
| * General understanding of the KS3 and 4 programmes of study |  | **✓** |  |
| * Ability to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these | **✓** |  |
| * Ability to lead small-group work under the direction of the teacher | **✓** |  |
| * Understanding of the importance of inclusion | **✓** |  |
| * Understanding of issues affecting behaviour and barriers to learning |  | **✓** |
| * Ability to implement individual behaviour improvement strategies | **✓** |  |
| * Excellent interpersonal skills both in working relationship with pupils and staff | **✓** |  |
| * Understand monitoring and evaluating systems in a school setting |  | **✓** |

**For information**

**Category (E) – ESSENTIAL - without which the candidate would be unable to carry out the duties of the post**

**Category (D) – DESIRABLE FEATURES which would normally enable the successful candidate to perform the duties and tasks better and more efficiently than one who did not have the qualifications, training, experience etc.**