

Orchard Junior School
Learning Support Assistant
One to One Person Specification



	ESSENTIAL	DESIRABLE
A) Qualifications	<ul style="list-style-type: none"> GCSE Maths and English level 4 or above. NVQ3 standard in childcare 	<ul style="list-style-type: none"> Related academic Qualifications First aid qualification
B) Experience	<ul style="list-style-type: none"> Relevant experience working with Junior age pupils in an LSA role. Good understanding of behaviour and SEND issues and strategies to manage them. Ability to adapt and extend learning activities in response to pupils' achievement and plan ways to further enhance it. Ability to promote pupils' social development and self esteem. Working knowledge of national curriculum, particularly literacy and numeracy requirements and any other relevant learning programmes / strategies. 	<ul style="list-style-type: none"> Minimum of two years experience Experience of working as a one to one support for a pupil with specific needs. Experience of working with a child with autism, social and emotional trauma or refusing to work.
C) Knowledge and understanding	<ul style="list-style-type: none"> Safeguarding practices. Understanding of child protection, child development, health and safety and equal opportunities policies. 	<ul style="list-style-type: none"> Knowledge and familiarity of use of CPOMs (Child Protection Online Management System)

<p>D) Skills / abilities</p>	<ul style="list-style-type: none"> • Actively promote the school's values, ethos, aims and objectives. • Develop good professional relationships within and across teams. • Establish effective relationships with learners, parents / carers and the school community. • Effectively manage challenging behaviour. • Ability to introduce styles of learning to motivate and help pupils learn. • Ability to report on pupils' progress. • Ability to remain calm under pressure, show tact, diplomacy and common sense. • Demonstrate good organisational skills. • Effective communication with a range of stakeholders • Good literacy and numeracy skills in order to fulfil class based elements of the role. 	<ul style="list-style-type: none"> • High Expectations
<p>E) Personal characteristics</p>	<ul style="list-style-type: none"> • Professionalism. • Excellent communication skills. • Flexibility, enthusiasm, resilience and drive. • A commitment to further personal professional development and training and that of colleagues. • DBS clearance before starting. • Proven ability to work unsupervised. Self-starter and proactive with a 'can do' attitude. • Maintain accurate records and formulate plans. • Inspire, engage and motivate all learners to reach their potential 	<ul style="list-style-type: none"> • Creative and dynamic approaches.