Learning Support Assistant (LSA): person specification

	Essential	Desirable
Experience	• Working with or caring for children, young people or other vulnerable groups	• Working with children with special educational needs in a secondary school setting
Qualifications/ training You will have:	• Level 2 or equivalent qualifications in English and Maths • Acceptable working level of computer literacy • Willingness to attend training courses considered appropriate for the post	• Training in aspects of SEN, i.e. ELSA, dyslexia • Training in relevant learning strategies, e.g. literacy • First aid training
Knowledge You will have:	• Knowledge and understanding of the different social, cultural and physical needs of young people • Understanding of the importance of safeguarding and keeping children and young people safe • Awareness of practices and procedures relating to the welfare, safety and education of children and young people • Respect for the maintenance of confidentiality, whilst also having regard to the safeguarding protocols of information sharing where necessary	• Basic understanding of child development and learning • An understanding of classroom roles and responsibilities and the LSA's position within these
Personal attributes You will have:	• Enthusiasm and the desire to provide the best possible learning experience for young people • High expectations for students' achievement and behaviour • Excellent communication skills at all levels • A genuine care for children, particularly those who find learning and managing their behaviour difficult • Patience with children who find conforming to rules and expectations difficult • An interest in how children learn and behave	• Good classroom and behaviour management skills • Experience of how children who find learning new concepts and remembering taught concepts difficult might behave

	Essential	Desirable
Abilities You will be able to:	• Relate well to children, young people and adults • Work constructively as part of a team • Communicate effectively and appropriately to pupils with different abilities and ethnic backgrounds • Act as a responsible and trustworthy role model, demonstrating positive behaviour both in the classroom and around school • Plan and prioritise tasks and work under the pressure of a large inclusive secondary school • Be productive and show initiative • Motivate pupils to learn and to be sociable • Assist with the organisation of the learning environment • Maintain accurate pupil records • Work effectively with other adults in the school and wider community	• Use equipment and technology to support students' learning • Provide excellent in-class support or run small groups/interventions