Person Specification – LSA with lunchtime supervision

Warrender Primary School is seeking to appoint a LSA who is approachable, with good interpersonal skills and personal presence. The successful candidate will be able to work as a member of a team; will be confident with children and adults and will have a keen sense of humour and personal warmth.

The following qualities will constitute some of the main criteria for the interview.

	Essential	Desirable
Educational achievements, qualifications and training	• Evidence of good language, communication and numeracy skills • Minimum child care related Level 3 or equivalent • Understanding of neurodiversity	• GCSE English and Maths or equivalent • Evidence of further professional study and/or attendance at courses • Current first aid certificate • Positive Handling
Experience	• Previous experience of working with young children in a school or other educational setting • Positive interaction with other staff • Capable of - and used to - planning, implementing and evaluating educational activities • Experience of supporting children with varying special needs	
Job related knowledge, aptitudes and skills	• Professional attitude, which places the children first • Understanding of the needs and development of children • Understanding of the routines of the school and class • Ability to evaluate and record children's achievements • Ability to employ a range of strategies appropriate to differing needs and abilities • Ability to communicate sensitively and effectively with children • Ability to work as an effective member of a staff team • Ability to work on own initiative •	• Knowledge of Information Communication Technology

Equal opportunities	• An understanding of and commitment to equality of opportunity	

	Essential	Desirable
Personal qualities	• Personal presence and confidence; warmth and sensitivity; flexibility and maturity of approach; enthusiasm and a sense of humour • Commitment to the ethos of the school as a partnership of children, staff, governors, parents and the community • Willingness to take part in the broader life of the school • Commitment to teamwork and ability to work effectively as part of a team • Integrity and confidentiality • Willingness to participate in professional development (often outside school hours) • Flexibility to adjust to any changes in duties as may be required • **Empathy and Patience:** A genuine understanding of the challenges faced by students with distressed behaviour. • **Proactive:** An ability to act upon professional reflection in the best interest of the child • **Resilient:** An ability to work with challenging needs in a busy school environment • **Adaptability:** Flexibility in approach and willingness to modify strategies as needed. • **Commitment to Inclusion and the school:** Dedication to creating a supportive and inclusive learning environment for all students. • **Strong communication skills** to effectively interact with students, staff, and parents. • Ability to adapt to diverse learning needs and emotional states. •	• Commitment to out of school activities, e.g., educational visits and after school clubs • A range of outside interests
Physical	• Ability to cope with the physical demands of the post	