

**Person Specification – Graduate Learning Support Assistant**

**Our ideal Graduate Learning Support Assistant is:**

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| A hard worker, committed to supporting children in an inclusive school environment |
| Able to think and work flexibly and creatively to personalise work for children with additional needs |
| Open to receiving guidance from colleagues and strategic training partners in order to enhance their practice |
| A calm individual who approaches life’s challenges with persistence and composure |
| Determined that no child will be left behind and able to meet individual needs through personalisation |
| Well organised and skilled in keeping accurate records of children’s work and achievements |
| Able to use computers with ease for communication (e-mail) and recording children’s work |
| Somebody who likes to take care of resources and ensure our school always looks clean, bright and well organised |
| A good listener, who builds supportive relationships and creates safe spaces for children and their families to be heard |
| Fiercely committed to equality and the promotion of the rights and responsibilities we have as global citizens |
| Committed to upholding the school’s positively framed behaviour management policy (which can be found on our website) |
| A team player who will contribute to high morale amongst their colleagues |

**The following elements will ensure that you are able to support children effectively at Nightingale**

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|  | Essential | Desirable |
| Minimum qualification: Degree Level Qualification |  |  |
| Minimum GCSE Grade C/4 or above in English and Maths |  |  |
| Working knowledge of the National Curriculum for England (2014) |  |  |
| Working knowledge of the SEND code of practice |  |  |
| Confidence in leading small groups and on some occasions, the whole class for short periods of time |  |  |
| Evidence of recent professional development relevant to the post |  |  |
| Knowledge of our specific reading programmes, Read Write Inc (KS1) or Destination Read (KS2) |  |  |
| Good subject knowledge to support the primary curriculum, particularly English and Maths |  |  |
| Experience of supporting children with a range of additional needs (including Autism Spectrum Disorder) |  |  |
| Able to offer after school enrichment clubs in a specialist area such as cookery, art, music or sport |  |  |