

## CALLIS GRANGE NURSERY AND INFANT SCHOOL

### LEARNING SUPPORT ASSISTANT

#### PERSON SPECIFICATION

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good basic education</li> <li>• Teaching Assistant NVQ Level 2 or above</li> <li>• Evidence of continued professional development</li> <li>• CP/safeguarding training undertaken</li> </ul>	<ul style="list-style-type: none"> <li>• First Aider</li> <li>• Evidence of additional training in a range of learning/behavioural difficulties</li> <li>• Specialist training e.g Manual Handling, Physical Restraint</li> <li>• Team Teach trained or similar</li> </ul>
<b>Experience and attainments</b>	<ul style="list-style-type: none"> <li>• Experience working in a school environment at KS1 (Years 1 and 2).</li> <li>• Working with children with a <u>range</u> of special needs</li> <li>• Working with children with Social Communication difficulties</li> <li>• Experience of dealing with challenging behaviour</li> <li>• Experience of functioning as part of a team</li> <li>• Experience of using visual timetables</li> </ul>	
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li>• Accurate record keeping skills</li> <li>• Ability to handle confidential information</li> <li>• Ability to prioritise</li> <li>• Ability to work efficiently</li> <li>• Flexibility to work across classes, with groups and individual pupils and to cover extra hours where necessary including the pupil lunchtime period</li> <li>• Experience of visual timetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Makaton signing</li> <li>• Experience of using widget symbols and making visual prompts</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• KS1 Curriculum</li> <li>• SEN conditions such as Speech and Language development and Social Communication difficulties</li> </ul>	
<b>Additional requirements</b>	<ul style="list-style-type: none"> <li>• Excellent health record</li> <li>• Physically fit</li> <li>• Positive attitude</li> <li>• High expectations of themselves and others</li> <li>• Caring and calm</li> <li>• A love of children, treating them as individuals</li> <li>• Able to work as part of a team and under the direction of others</li> <li>• Punctuality</li> <li>• Willingness to undertake further training both within and beyond the school day</li> <li>• Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of liaising with parents</li> <li>• Experience of liaising with outside agencies e.g therapists.</li> </ul>

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### STAFF COMPETENCY DEFINITIONS

EMOTIONAL INTELLIGENCE	
PERSONAL COMPETENCE HOW STAFF MANAGE THEMSELVES	SOCIAL COMPETENCE HOW OUR MANAGERS MANAGE RELATIONSHIPS
<p><b>SELF-AWARENESS</b></p> <ul style="list-style-type: none"> <li>• <b>Emotional Self-Awareness:</b> Read their own emotions and recognises their impact</li> <li>• <b>Accurate and Honest Self-Assessment:</b> Knows their own strengths and limits and works on improving their areas of weakness</li> <li>• <b>Self Confidence:</b> Has a clear sense of self-worth and their own capabilities</li> </ul>	<p><b>SOCIAL AWARENESS</b></p> <ul style="list-style-type: none"> <li>• <b>Empathy:</b> Senses the emotions; understanding their perspective.</li> <li>• <b>Organisational Awareness:</b> Reads situations, understanding groups and staff dynamics</li> <li>• <b>Service:</b> Recognises, understands the needs of those they work with and parents</li> </ul>
<p><b>SELF MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• <b>Emotional Self-control:</b> Keeps disruptive emotions and impulses under control</li> <li>• <b>Transparency:</b> Displays honesty and integrity and trustworthiness</li> <li>• <b>Adaptability:</b> Shows flexibility in adapting to changing situations or overcoming obstacles - is learning to be comfortable outside their comfort zone</li> <li>• <b>Achievement:</b> Posses the drive to improve and to meet inner standards of excellence and performance targets</li> <li>• <b>Initiative:</b> Shows a readiness and willingness to seize opportunities</li> <li>• <b>Optimism:</b> Focuses on the positive</li> </ul>	<p><b>RELATIONSHIP MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• <b>Inspirational Leadership:</b> Guides and motivates with a compelling vision</li> <li>• <b>Influence:</b> Wields a range of tactics of persuasion</li> <li>• <b>Developing Others:</b> Bolsters other's abilities through feedback and guidance</li> <li>• <b>Change Catalyst:</b> Initiates, manages and leads in new directions</li> <li>• <b>Conflict Management:</b> Successfully resolves disagreements</li> <li>• <b>Building Bonds:</b> Cultivates and maintains a network of positive relationships</li> </ul>
OPERATIONAL EXCELLENCE	
<ul style="list-style-type: none"> <li>• Takes an active part in the life of our school.</li> <li>• Develops self to improve performance</li> <li>• Is willing to offer ideas and contribute to discussion</li> <li>• Gains respect by operating in a professional and credible manner</li> <li>• Applies knowledge and experience, yet is open to exploring new ideas.</li> </ul>	