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**Learning Support Officer (LSO) - Person Specification**

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| **JOB REQUIREMENT** | | **Essential** | **Preferred** | **\* How assessed** |
| **Qualifications, knowledge and experience** | GCSE in English or Maths (or equivalent), at least grade 4 (previously Grade C) | √ |  | A |
| Relevant Level 3 (or equivalent) qualification |  | √ | A |
| Willingness to undertake the in-house Team Teach course as appropriate | √ |  | A & I |
| Previous experience of using Team Teach techniques and/or the Team Teach programme |  | √ | A |
| Strong ICT skills with a firm understanding of MS Office programmes i.e. outlook, work and excel | √ |  | A |
| Previous experience of working with vulnerable children in an educational environment | √ |  | A & I |
| Previous experience of working with children with SEMH |  | √ | A & I |
| Good working knowledge and understanding of barriers to learning | √ |  | A & I |
| Experience of implementing strategies to overcome barriers to learning related to SEMH |  | √ | A & I |
| Experience of delivering outcomes related to an Education, Health and Care Plan (EHCP) |  | √ | A & I |
| **Personal and interpersonal** | **Supporting & Co-operating - Working with People**  Demonstrates an interest in and understanding of others; adapts to the team and builds team spirit; recognises and rewards the contribution of others; listens, consults others and communicates proactively; supports and cares for others; develops and openly communicates self-insight. | √ |  | I |
| **Supporting & Co-operating - Adhering to Principles and Values**  Upholds ethics and values; demonstrates integrity; promotes and defends equal opportunities, builds diverse teams; encourages organisational and individual responsibility towards the community and the environment. | √ |  | I |
| **Interacting & Presenting - Relating and Networking**  Establishes good relationships with customers and staff; builds wide and effective networks of contacts inside and outside the organisation; relates well to people at all levels; manages conflict; uses humour appropriately to enhance relationships with others. | √ |  | I |
| **Interacting & Presenting - Presenting and Communicating Information**  Speaks clearly and fluently; expresses opinions, information and key points of an argument clearly; makes presentations and undertakes public speaking with skill and confidence; responds quickly to the needs of an audience and to their reactions and feedback; projects credibility. | √ |  | I |
| **Organising & Executing - Following Instructions and Procedures**  Appropriately follows instructions from others without unnecessary challenge; follows procedures and policies; keeps to schedules; arrives punctually for work and meetings; demonstrates commitment to the organisation; complies with legal obligations and safety requirements of the role. | √ |  | I |
|  | **Adapting & Coping** - **Adapting and Responding to change**  Adapts to changing circumstances; accepts new ideas and change initiatives; adapts interpersonal style to suit different people or situations; shows respect and sensitivity towards cultural and religious differences; deals with ambiguity, making positive use of the opportunities it presents. | √ |  | I |
| **Child Protection** | A commitment to the responsibility of safeguarding and promoting the welfare of young people. | √ |  | A & I |
| Enhanced DBS disclosure *(to be completed by preferred candidate following interview).* | √ |  | C |
| Willingness to undertake safeguarding training when required. | √ |  | I |

\* A = application, C = clearances, I = interview, T = task