

## Learner Support Professional: Person Specification

<b>Experience</b>			
Experience of working with children of relevant age in a learning environment	Experience working with children of relevant age in an SEN/ SEBD learning environment Line management experience Successful experience in the use of coaching strategies with learners or colleagues in order to improve learning outcomes Experience of working with families in school/ home settings	Performance management experience Experience of working in a range of educational settings	Performance management experience and experience of school self-evaluation and review Experience of managing a budget and of working with senior staff from a range of organisations
<b>Qualifications/Training</b>			
Excellent numeracy/literacy skills – equivalent to level 2 in English and Maths Training in relevant learning strategies e.g. literacy Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT	Educated to level 3 with relevant qualifications Evidence of CPD/ accreditation in SEN/ SEBD	Educated to degree level with relevant qualification or considerable experience of working within a range of education settings	Professional qualifications relevant to the post
<b>Knowledge/Skills</b>			
Can use ICT effectively to support learning Proven ability to communicate effectively both verbally and in writing. Full working knowledge of relevant polices/codes of practice/legislation Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies Good understanding of child development and learning processes Understanding of statutory frameworks relating to teaching Good organisational skills including the ability to set and manage priorities Ability to support colleagues Constantly improve own practice/knowledge through self-evaluation and learning from others Ability to relate well to children and adults Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these Demonstrate a commitment to the protection and safeguarding of children and young people.	Expert practitioner status in a relevant intervention e.g. Dyslexia, Team teach, behaviour management Planning and delivery of whole organisation CPD activities Ability to lead meetings and deliver written reports in an organisational structure Proven ability to work independently without direct supervision	Evidence of successfully initiating and delivering initiatives and projects in a school setting Expert knowledge in at least 3 areas of SEN/ SEBD intervention e.g. Dyscalculia, Anger Management, Restorative Justice	Ability to represent Nightingale Community Academy in a range of settings including, interviews, professionals' meetings and conferences Identify and facilitate a planned programme of CPD in response to development priorities and identified need Actively engage with strategic leaders in schools to influence changes in policy and practice
<b>Equal Opportunities</b>			
Commitment to the implementation of the Trust's equal opportunities policy			
<b>Continuing Professional Development</b>			
Willingness to undertake additional training/ staff development as appropriate Ability to reflect on your own professional practice	Ability to lead CPD in areas of specialism		