

## MeLSA Person Specification and Job Description

It is important to consider who has MeLSA training. MeLSAs promote learning, so they themselves should be passionate about learning and should want to engage in professional development. In addition, learning occurs within supportive and safe relationships, so MeLSAs need to be good at building learning partnerships with children and young people. MeLSAs also need to be able to work with others as a big part of the training is working with other MeLSAs in a supportive, open and collaborative manner.

### Person Specification

#### The ideal potential MeLSA:

- Enjoys learning and enjoys helping children and young people to become independent learners
- Is able to maintain a sense of enjoyment in learning, even when presented with a learner who is struggling
- Is creative with the presentation of learning tasks
- Has a flexible approach to supporting children and young people's learning
- Has a warm personality
- Is able to stay calm under pressure
- Is able to gain the confidence, trust and engagement of learners who may be disinterested in learning
- Has good time management and organisational skills
- Is able to plan programmes of support that incorporate variety, interest and pace
- Is able to keep succinct records of involvement and learning skill development of a number of pupils.

### Job Description

#### The role requires the MeLSA to:

- Attend and engage with all six days of training, including inter-session tasks.
- Attend subsequent group supervision sessions (led by educational psychologists) and engage in joint problem solving activities around MeLSA work.
- Plan and deliver individualised programmes of learning support (where appropriate, as some support given may be in class and more generic through interactions). These programmes may include:
  - Developing learning skills such as planning, accuracy, categorisation
  - Developing memory skills such as using strategies to manage cognitive load
  - Developing early literacy skills of segmenting, blending, spelling and writing
  - Developing early maths skills such as counting on, counting back, skip counting, fractions, decimals
- Write succinct session plans and add subsequent evaluative comments
- Liaise with teachers and other support assistants about the learning needs and progress of learners receiving support from a MeLSA.
- Share knowledge and ideas from training and supervision sessions with other staff as appropriate, especially the adults that also work with or teach a learner who is having specialist input from a MeLSA.
- Meet regularly with line managers to review MeLSA work.
- Work within own competencies and level of development, under the guidance of the line manager.
- Liaise with parents of learners receiving support from a MeLSA, in line with school policy.