**Person Specification for Relief Learning Support Assistant**

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|  | Essential | Desirable | Assessed via |  |  |
| **Qualifications:** |
| An English qualification at level 2 demonstrating English language fluency | 🗸 |  | Application form and interview |  |  |
| A relevant childcare, health or social care qualification at level 2 or be working towards a relevant qualification. |  | 🗸 |  |  |
| **Experience:** |
| Experience working in a school or similar environment |  | 🗸 | Application form |  |  |
| Experience working in a special school |  | 🗸 | Application form |  |  |
| Experience working with children or adults with disabilities/SLD/ASD/PMLD | 🗸 |  | Application form&interview |  |  |
| Experience working with people who display challenging behaviour |  | 🗸 | Application form&interview |  |  |
| **Knowledge and Skills:** |
| Understands the needs of students with learning difficulties |  | 🗸 | interview |  |  |
| Understands the needs of autistic pupils |  | 🗸 | interview |  |  |
| Able to use teaching methods; TEACCH, sensory approaches |  | 🗸 | task |  |  |
| Able to use communication approaches; PECs, Makaton, AAC, body signing  |  | 🗸 | task |  |  |
| Willing to undertake training and other CPD activities in order to further develop the specialist skills needed for the role | 🗸 |  | interview |  |  |
| **Role specific:** |
| Able to, speak and write in grammatically correct English | 🗸 |  | Interview/task |  |  |
| Ability to speak more than one language |  | 🗸 | interview |  |  |
| Able to drive a minibus |  | 🗸 | interview |  |  |
| Understands safeguarding procedures relating to the role | 🗸 |  | interview |  |  |
| Willing to participate in full range of curriculum activities  | 🗸 |  | interview |  |  |
| **Personal Qualities:** |
| The candidate is willing to put our students needs at the centre of all they do at work.  | 🗸 |  | interview |  |  |
| Excellence record in both attendance and punctuality. Not in Management of Absence process. | 🗸 |  | Reference |  |  |
| Committed to the principle of encouraging young people to progress and work towards independence | 🗸 |  | Interview |  |  |
| Able to work in team | 🗸 |  | Interviewtask |  |  |
| Ability to work both at teacher direction and, where appropriate at own initiative | 🗸 |  | Task in tray |  |  |
| Sensitivity to the challenges faced by students, staff and families | 🗸 |  | Task in tray |  |  |
| Approachable, polite and professional | 🗸 |  | Interview  |  |  |
| Resilient. Able to meet demands of a challenging high pressured environment and deal with emergencies when required | 🗸 |  | interview |  |  |
| Flexible. Able to manage last minute changes when required | 🗸 |  | interview |  |  |
| Physically able to undertake all aspects of the role  | 🗸 |  | interview |  |  |
| High expectations of self and others | 🗸 |  | interview |  |  |
| Well-groomed and presented in line with requirement of the role. | 🗸 |  | interview |  |  |
| Committed to equality of opportunity for all | 🗸 |  | interview |  |  |