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**PERSON SPECIFICATION**

**Learning Support Assistant Scale 4**

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| **Area** | **Essential** | **Desirable** |
| **Training and Qualifications** | Completion of LSA induction programme (although this can be completed when in post)  Some additional ASD training (although this can also be completed once in post)  Competent ability to use ICT and technology to support learning and maintain records  First aid training or the willingness to undertake it | Additional NVQ qualifications  Training in communication methods such as PECS  Training in autism related methods such as TEACCH or similar  Team Teach Training or similar  First aid qualification  SCERTS training or similar SALT training |
| **Relationships with Young People** | Some experience of working with or caring for students with autism in the 10-18 age range  Ability to relate well to, and communicate with, children and adults  Understanding of the issues around safeguarding children  Commitment to supporting students to learn and manage their autism with independence and dignity  Ability to reflect on practice and adapt communication to meet the needs of individuals |  |
| **Equal Opportunities** | A determination to ensure that all students are given the chance to succeed  Commitment to equal opportunities  An empathetic approach to working with students with highly complex needs and challenging behaviour | Wide understanding of the difficulties associated with autism and how these inform the way in which we work with young children |
| **Professional Knowledge and Understanding** | Understanding of the issues around working with students with Special Educational Needs, especially students with severe autism and complex needs and strategies to support them  Understanding how the difficulties related to autism impact on children’s learning , communication and social relationships  Some understanding of current educational issues, especially those related to SEN, and of the challenges and possibilities associated with inclusion within an urban environment  Some understanding of child development  Ability to work as part of a team to ensure the best outcomes for students | Understanding of the issues around working with students on the high functioning end of the autistic spectrum  Understanding of delivering personal programmes for students and how to contribute to their ongoing assessment |
| **Other** | Willingness to reflect on your own practice and develop as a professional  Ability to work autonomously and creatively  Ability to remain calm, problem solve and work collaboratively in demanding situations  Ability to work flexibly and reliably and respond to the daily demands of the role | Experience in working within the process of appraisal  Ability to communicate and feedback in a professional manner to parents, carers, professionals and other stakeholders |