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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 recordsFirst aid training or the willingness to undertake it | Additional NVQ qualificationsTraining in communication methods such as PECSTraining in autism related methods such as TEACCH or similarTeam Teach Training or similarFirst aid qualificationSCERTS 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 rangeAbility to relate well to, and communicate with, children and adultsUnderstanding of the issues around safeguarding childrenCommitment 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 succeedCommitment to equal opportunitiesAn 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 themUnderstanding how the difficulties related to autism impact on children’s learning , communication and social relationshipsSome understanding of current educational issues, especially those related to SEN, and of the challenges and possibilities associated with inclusion within an urban environmentSome understanding of child developmentAbility 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 spectrumUnderstanding 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 professionalAbility to work autonomously and creativelyAbility 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 |