



PERSON SPECIFICATION FOR LEARNING SUPPORT ASSISTANT

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential <i>These are qualities without which the applicant could not be appointed</i>	Desirable <i>These are extra qualities which can be used to choose between applicants who meet all the essential criteria</i>	Method of Assessment
Qualifications	GCSE/O Level Mathematics and English · NVQ Level 2	Level 3 or above and/or SEN qualification	Production of the applicant's certificates at interview
Experience	Working with pupils with SEND from nursery to Key Stage 4.	Experience in different year groups	- Contents of the Application Form - Interview - Professional references
Skills	- Ability to teach small classes and 1:1 support - Ability to work as part of a team in planning and preparing work	Previous experience of a similar role	- Contents of the Application Form - Interview - Professional references
Knowledge	Sound knowledge of English, Literacy and maths curriculums.	- Knowledge of wider school curriculum - Knowledge of phonics schemes and numeracy interventions - Experience of social skills, OT and SLT intervention	- Contents of the Application Form - Interview - Professional references

Personal competencies and qualities	▪ Well organised ▪ Ability to work effectively as part of a team and be adaptable ▪ Motivated to work with children and young people ▪ Ability to form and maintain appropriate relationships and personal boundaries with children and young people ▪ Emotional resilience in working with challenging behaviours ▪ Positive attitude to use of authority and maintaining discipline ▪ Positive attitude to maintaining ethos of the School ▪ Familiar with Microsoft Office 365 or willing to be trained on Microsoft Office 365 ▪ Desire to take part in professional development ▪ Willingness to lead on new initiatives and interventions		▪ Contents of the Application Form ▪ Interview ▪ Professional references
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