



PERSON SPECIFICATION

Learning Support Assistant Scale 4

Area	Essential	Desirable
Training and Qualifications	<p>Completion of LSA induction programme (although this can be completed when in post)</p> <p>Some additional ASD training (although this can also be completed once in post)</p> <p>Competent ability to use ICT and technology to support learning and maintain records</p> <p>First aid training or the willingness to undertake it</p>	<p>Additional NVQ qualifications</p> <p>Training in communication methods such as PECS</p> <p>Training in autism related methods such as TEACCH or similar</p> <p>Team Teach Training or similar</p> <p>First aid qualification</p> <p>SCERTS training or similar SALT training</p>
Relationships with Young People	<p>Some experience of working with or caring for students with autism in the 10-18 age range</p> <p>Ability to relate well to, and communicate with, children and adults</p> <p>Understanding of the issues around safeguarding children</p> <p>Commitment to supporting students to learn and manage their autism with independence and dignity</p> <p>Ability to reflect on practice and adapt communication to meet the needs of individuals</p>	
Equal Opportunities	<p>A determination to ensure that all students are given the chance to succeed</p> <p>Commitment to equal opportunities</p> <p>An empathetic approach to working with students with highly complex needs and challenging behaviour</p>	<p>Wide understanding of the difficulties associated with autism and how these inform the way in which we work with young children</p>
Professional Knowledge and Understanding	<p>Understanding of the issues around working with students with Special</p>	<p>Understanding of the issues around working with students on the high</p>

	<p>Educational Needs, especially students with severe autism and complex needs and strategies to support them</p> <p>Understanding how the difficulties related to autism impact on children's learning , communication and social relationships</p> <p>Some understanding of current educational issues, especially those related to SEN, and of the challenges and possibilities associated with inclusion within an urban environment</p> <p>Some understanding of child development</p> <p>Ability to work as part of a team to ensure the best outcomes for students</p>	<p>functioning end of the autistic spectrum</p> <p>Understanding of delivering personal programmes for students and how to contribute to their ongoing assessment</p>
Other	<p>Willingness to reflect on your own practice and develop as a professional</p> <p>Ability to work autonomously and creatively</p> <p>Ability to remain calm, problem solve and work collaboratively in demanding situations</p> <p>Ability to work flexibly and reliably and respond to the daily demands of the role</p>	<p>Experience in working within the process of appraisal</p> <p>Ability to communicate and feedback in a professional manner to parents, carers, professionals and other stakeholders</p>