

## Person Specification for Learning Support Assistant

|   | Essential | Desirable | Assessed via                      |  |  |
|---|-----------|-----------|-----------------------------------|--|--|
| <b>Qualifications</b>   |           |           |                                   |  |  |
| A relevant education, childcare, health or social care qualification at level 2 (e.g. Supporting Teaching and Learning in Schools). | ✓         |           | Application form                  |  |  |
| An English qualification at level 2 (equivalent to GCSE grade A* - C) demonstrating English language fluency                        | ✓         |           | Certificates checked at interview |  |  |
| <b>Experience</b>   |           |           |                                   |  |  |
| Experience working in a College, School or similar environment  | ✓         |           | Application form                  |  |  |
| Experience working in a Special School or College   |           | ✓         | Application form                  |  |  |
| Experience working with children or adults with disabilities/SLD/ASD/PMLD   |           | ✓         | Application form & interview      |  |  |
| Experience working with children, young people or adults who have support needs   | ✓         |           | Application form                  |  |  |
| Experience working with people who display challenging behaviour  |           | ✓         | Application form & interview      |  |  |
| <b>Knowledge and Skills</b>   |           |           |                                   |  |  |
| Understands the needs of students with learning difficulties  | ✓         |           | interview                         |  |  |
| Understands the needs our students may have including those with Autism, PMLD and SLD.  |           | ✓         | interview                         |  |  |
| Able to use teaching methods; TEACCH, sensory approaches  |           | ✓         | task                              |  |  |
| Able to use communication approaches; PECs, Makaton, AAC, body signing  |           | ✓         | task                              |  |  |
| 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                         |  |  |
| Able to use a computer, including email and word processing   | ✓         |           | Application form                  |  |  |
| <b>Personal Qualities</b>   |           |           |                                   |  |  |
| The candidate is willing to put our students' needs at the centre of all they do at work.   | ✓         |           | interview                         |  |  |
| Reliable. Excellent record in both attendance and punctuality.  | ✓         |           | Reference                         |  |  |
| Able to work in a team  | ✓         |           | Interview task                    |  |  |
| Able to work under own initiative when the situation requires this.   | ✓         |           | Task in tray                      |  |  |
| Sensitivity to the challenges faced by students, staff and families   | ✓         |           | Task in tray                      |  |  |

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|   |   |  |           |  |  |
|---|---|--|-----------|--|--|
| 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 |  |  |
| Able to carry out all aspects of the role which includes hoisting pupils and carrying out physiotherapy programmes as well as providing personal care support | ✓ |  | interview |  |  |
| High expectations of self and others  | ✓ |  | interview |  |  |
| Well-groomed and presented in line with the requirements of the role.   | ✓ |  | interview |  |  |
| Committed to equality of opportunity for all  | ✓ |  | interview |  |  |
| Willing to undertake training and other CPD activities in order to further develop the specialist skills needed for the role                                  | ✓ |  | interview |  |  |
| Committed to the principle of encouraging young people to progress and work towards independence  | ✓ |  | Interview |  |  |
| Willing to participate in the full range of curriculum activities   | ✓ |  | Interview |  |  |
| Sense of humour and positive attitude to daily challenges   | ✓ |  | Interview |  |  |
| Discretion in everyday working life and in particular in dealing with confidential pupil information  | ✓ |  | interview |  |  |