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| **Person Specification – Learning Support Assistant** |  |  |
| **Qualifications & Experience** | **Essential** | **Desirable** |
| Successful experience working with children in a school and/or Early Years environment  | x |   |
| Successful experience working with children with special educational needs |  |  x |
| Educated to NVQ Level 2 in learning support and/or Early Years, NNEB or equivalent qualification/experience |  |  x |
| Basic knowledge of First Aid and understanding of the School policies & procedures/Paediatric Frist Aid qualified |  | x |
| Good reading and writing skills (National qualification Grade C or equivalent ) | x |  |
| Good numeracy skills (National qualification Grade C or equivalent ) | x |  |
| Knowledge of basic computing to support learning |  | x |
| **Communication**  |   |   |
| Ability to read, write & understand basic reports  |  |  x |
| Ability to communicate information clearly and coherently; ability to listen effectively | x |  |
| Overcome communication barriers with children and adults | x |  |
| Consult with children and their families and carers and other adults |  |  x |
| **Working with children** |  |  |
| Understand and implement the school’s behaviour management & anti-bullying policy | x |   |
| Ability to understand and support children with developmental difficulty or disability | x |   |
| Understand Equality of Opportunity and how this informs whole school policy | x |   |
| Explain tasks simply and clearly and foster independence | x |  |
| Good understanding of the general aspect of child development & Early Years Ability to assess progress and performance | x |  |
| Understand and support the importance of physical and emotional wellbeing | x |   |
| **Working with others** |  |  |
| Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children | x |   |
| Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults | x |   |
| Ability to work effectively and positively with a range of adults | x |  |