Many Minds One Heart
Northfield School & Sports College

Person Specification

Job Title:	**Learning Support Assistant (Level 2) ARP**
Responsible To:	**Deputy Headteacher through ARP Lead and SENDCO**
Grade:	**F (point 7 – 8)**

1. Qualifications and Training	**Essential/Desirable**	**Source of Evidence**
• Willingness to participate in relevant training and development opportunities	**E**	Application Form/ Written Reference
• NVQ Level 2 or equivalent qualification in relevant discipline OR appropriate experience	**E**	
• Experience of OR willingness to undertake specialist SEND training relevant to sensory needs and communication and interaction	**D**	
• Child Protection training	**D**	
• Training in the literacy/numeracy strategy	**D**	
• Training in Special Educational Needs strategies	**D**	

2. Experience	Essential/Desirable	Source of Evidence
• Recent and relevant experience of working with pupils within an education setting, within a specified age range/subject area	**E**	Application Form/Written Reference/Selection Activity/Formal Interview
• Experience of working in a school environment	**D**	
• Experience of working with or supporting children and young people with Special Educational Needs, including sensory needs, autism spectrum condition and communication and interaction difficulties	**D**	
• Experience of preparing resources and adaptations to support pupils with SEND to access learning successfully	**D**	
3. Professional Skills / Knowledge	**Essential/Desirable**	**Source of Evidence**
• Ability to relate well to children and adults	**E**	Letter of Application/Formal Interview/Selection Activity
• Ability to work effectively within a team environment, understanding classroom roles and responsibilities	**E**	
• Ability to build effective working relationships with all pupils and colleagues	**E**	
• Ability to promote a positive ethos and role model positive attributes	**E**	
• Ability to work with children at all levels regardless of specific individual needs	**E**	
• General understanding of national curriculum and other basic learning programmes/techniques (within specified age range/subject area)	**E**	
• Knowledge of adapting learning resources and environments to meet a range of sensory, communication and interaction needs	**E**	
• Understanding of autism-friendly practice and sensory regulation strategies	**E**	
• Understanding of communication differences and barriers to learning	**E**	
• Ability to support pupils to develop independence, social communication and self-regulation skills	**E**	
• Understanding of reasonable adjustments and inclusive practice for pupils with SEND	**E**	
• Effective use of ICT to support learning	**E**	
• Good communication skills	**E**	
• Good numeracy and literacy skills	**E**	

• Be able to maintain confidentiality	**E**	
• Good listening skills	**E**	
• The ability to manage behaviour of children in a positive and supportive manner	**E**	
• Awareness and basic understanding of the school curriculum (within specified age range or subject area)	**E**	
• General awareness of inclusion, especially within a school setting	**E**	
• Knowledge of Child Protection	**D**	
• Equal Opportunities and recognising the nature of the diverse school community	**D**	
• Understanding of basic technology – computer, video, photocopier etc	**D**	
• Experience of producing materials in alternative format to allow for access to texts and resources	**D**	
4. Personal Attributes	**Essential/Desirable**	**Source of Evidence**
• Friendly, approachable and professional manner	**E**	Letter of Application/Formal Interview/Selection Activity
• Calm approach	**E**	
• A commitment to working as part of the whole school team and supporting the vision and aims of the school	**E**	
• High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	**E**	
• Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners	**E**	
• Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	**E**	
• Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning	**E**	
• Able to improve their own practice through observations, evaluation and discussion with colleagues.	**E**	

Able to demonstrate a commitment to:	**E**	
• Equal opportunity for all school users	**E**	
• Encouraging children to develop self-esteem and tolerance of others	**E**	
• Furthering your own professional knowledge, skills and experience	**E**	
5. Safeguarding Children	**Essential/Desirable**	**Source of Evidence**
• Able to form and maintain appropriate relationships and personal boundaries with children	**E**	Selection Activity/Written Reference/Formal Interview
• Has appropriate motivation to work with children and young people	**E**	
• Has the ability to maintain appropriate relationships and personal boundaries with children and young people	**E**	
• Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline	**E**	
• Demonstrate commitment to safeguarding and promoting the welfare of children and young people in accordance with the DfE statutory guidance Keeping children safe in education	**E**	