

Person Specification – Learning Support Assistant Grade 5

	Essential	Desirable
Skills, knowledge, experience and aptitudes	<ul style="list-style-type: none"> • Understanding of child development, including emotional development and learning • Experience of working within a school and/ or special school environment • Clear awareness and understanding of inclusion within a primary school setting • Has had recent relevant experience of working with children of a similar age. 	<ul style="list-style-type: none"> • Experience and understanding of EYFS / National Curriculum • Understanding of relevant policies/codes of practice and awareness of relevant legislation • Experience of SEND support in a similar role. • Understanding of the needs of children with emotional social and behavioural difficulties
Qualifications and training	<ul style="list-style-type: none"> • 5 GCSEs or equivalent, including maths and English • Level 3 qualification in childcare or be willing to undertake the Level 3 training • A willingness to attend courses as required enhancing the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers. 	<ul style="list-style-type: none"> • Additional relevant qualifications & training e.g. SALT, Behaviour Management, Experience in Read Write Inc • First aid training • Safeguarding and Safer Working Practice
Personal attributes	<ul style="list-style-type: none"> • Energy, imagination and personal commitment • Curiosity, growth and resilience • Integrity, confidentiality • Ability to adapt to changing workloads and work under pressure • Ability to set high personal standards for pupils • Ability to work within school policies in relation to Equal Opportunities, Safeguarding, Health & Safety etc. • Willingness to participate in training and development opportunities • Ability to form and maintain appropriate relationships and personal boundaries with children and parents • Patience, team orientated and a sense of humour • Ability to work well under pressure and remain calm • A commitment to promote the ethos of the school 	<ul style="list-style-type: none"> • Willingness to contribute to the wider life of the school