



Eversley Primary School

Learning Support Assistant

Person Specification

E = Essential

D = Desirable

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| Qualifications/Training | |
| Educated at GCSE Standard including Maths and English (Grade A-C) | D |
| Evidence of continuing professional development | E |
| Training in working with pupils with autistic spectrum disorder | D |
| Experience | |
| Experience of working with children and young people with autism | D |
| Experience of working with children under the age of 11 | E |
| Experience of supporting children with Special Educational Needs and learning difficulties | D |
| Experience of working in schools with children with autistic spectrum disorder | D |
| Experience of communicating with a wide range of people from different backgrounds | D |
| Experience of written record keeping | E |
| Professional knowledge and understanding | |
| Knowledge of the development, strengths and learning styles of children | D |
| Understanding of the educational welfare and social needs of children | E |
| Working knowledge of implementing Individual Support Plans | D |
| Basic knowledge of ICT to effectively support the pupils (or willingness to train) | E |
| Practical knowledge of supporting individual pupils or small groups under the teacher's direction | D |
| Understanding of the issues around behaviour in a school setting | D |
| Skills, abilities and personal qualities | |
| Strong organisational skills with an ability to use your own initiative | E |
| An ability to develop positive relationships with children, valuing their diversity, in order to enhance their learning and social development | E |
| Ability to engage children in meaningful, structured activities at lunchtimes | E |
| Excellent communication skills, verbal and written | E |
| Numeracy and literacy skills to effectively support the pupils | E |
| The ability to form good working relationships with teachers, pupils and parents and be able to work in a team | E |
| Willingness to undertake further professional development and training relevant to the role | E |
| The ability to become familiar with and apply whole school policies, procedures and standards and be willing to implement them in a consistent manner | E |
| Evidence of a commitment to equal opportunities and child protection policies and an understanding of their effective operation within schools | E |
| Ability to build good relationships with external agencies | E |
| To be prepared to attend in-service and external training courses and to develop and update knowledge and skills as required | E |
| Ability to assist the school in raising achievement for all its pupils | E |
| Good sense of humour | E |
| A passion for the job and enthusiasm to fully participate in whole school life | E |