



Person Specification for the Role Of Additional Needs Support Assistant Level 2

The successful candidate will be able to demonstrate that s/he has the experience to fulfil the tasks specified and the appropriate skill and abilities.

KEY AREAS	ESSENTIAL REQUIREMENTS	STAGE IDENTIFIED	DESIRABLE REQUIREMENTS	STAGE IDENTIFIED
SUPPORT FOR PUPILS	<ul style="list-style-type: none">*NVQ Level 2 (or equivalent)* good levels of literacy/numeracy, level 2 or equivalent in maths and English* good communication skills - written and oral*understand how children learn and be able to support learning across all areas of the curriculum*support pupils to become as independent as possible*assist pupils with physical needs and personal care* experience of working in a challenging environment*be carry out physical intervention and/or restraint when necessary in accordance with the school's positive management policy*support pupils in maintaining good standards of health & hygiene*be able to respond to any difficulties quickly and effectively	<p>Application</p> <p>Interview</p>	<ul style="list-style-type: none">*have a knowledge of a range of alternative augmentative and assisted technologies to develop communication skills*have a knowledge of basic first aid	<p>Application</p> <p>Interview</p>



	*be able to assist with break and lunchtime supervision including facilitating games and activities.			
SUPPORT FOR TEACHERS	<ul style="list-style-type: none"> *understand classroom roles and responsibilities *have knowledge of and compliance with the school's Health & Safety and Child Protection Policy, record keeping system, policies and procedures *understand and comply with the requirements regarding confidentiality *be able to supervise and assist pupils in their learning, ensuring that all pupils are included *understand and employ agreed strategies to manage pupil behaviour *be able to select, prepare and set out learning resources *be able to work as part of a team *be willing to attend training courses to develop professionally. 	<p>Application</p> <p>Interview</p>	<ul style="list-style-type: none"> *be able to set up ICT resources for classroom use *be able to identify any risks to health, safety or security and take appropriate action to minimise risks. 	<p>Application</p> <p>Interview</p>
SUPPORT FOR THE CURRICULUM	<ul style="list-style-type: none"> *be able to provide feedback to teachers on pupil progress and achievements *be able to support the use of ICT in the curriculum *understand how to support the children's learning through play 	<p>Application</p> <p>Interview</p>		<p>Application</p> <p>Interview</p>



	<p>*be willing to escort and supervise pupils on educational visits and out of school activities</p> <p>*understand and support independent learning and inclusion of all pupils</p>			
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Please note:

This work requires emotional and physical resilience.

It involves supporting pupils in participation in all areas of learning, including academic studies, therapeutic specialist support, life skills development and community-based activities.

The work does involve sitting at low tables or on the floor and may involve lifting or restraint of pupils; there is training available.

The work is in a busy and, at times, noisy environment, with intensive interactions with pupils with communication and interaction difficulties.

Working with pupils who have severe learning difficulties requires a particular understanding and appreciation of the individual needs, such as physical limitations, learning, emotional, behavioural and language difficulties or problems with organisation.

The behaviour of such children is often extremely challenging and is therefore emotionally and physically demanding. In some cases the nature of the pupils' special need may result in staff being verbally or physically assaulted.

The above list of job duties is not exclusive or exhaustive and the post holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the post.