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| Ox Gdns Logo LETTERHEAD.png  **ASD Learning Support Assistant**  **Person Specification** | | |
|  | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Holds, is working towards or willing to work towards NVQ level 2 or 3 in childcare and Education or equivalent qualification or experience | 🗸 |  |
| Good Numeracy and Literacy skills | 🗸 |  |
| First aid training |  | 🗸 |
| **Experience** |  |  |
| Experience of working with children or young people with SEND | 🗸 |  |
| **Professional Knowledge and Understanding** |  |  |
| An interest in and a basic understanding of SEND | 🗸 |  |
| Provide high quality teaching and learning support to meet the needs of all pupils | 🗸 |  |
| Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation | 🗸 |  |
| Has up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young carers | 🗸 |  |
| Ability to use own initiative and demonstrate problem solving skills | 🗸 |  |
| **Skills and abilities** |  |  |
| To report and record accurately, including a good standard of written and spoken English | 🗸 |  |
| To be patient, caring and calm at all times | 🗸 |  |
| To be flexible and adapt to the changing needs of individuals | 🗸 |  |
| To show a commitment to equal opportunities and anti-discriminatory practice | 🗸 |  |
| Ability to use own initiative and work as a member of a team | 🗸 |  |
| Competent in ICT | 🗸 |  |
| To be able to communicate effectively with parents |  |  |
| **Additional** |  |  |
| Shares the vision and values for our school | 🗸 |  |
| Ability to relate well to children and adults | 🗸 |  |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. | 🗸 |  |
| Able to deal sensitively with people and achieve positive outcomes. | 🗸 |  |
| Ability to self-evaluate learning needs and actively seek learning opportunities | 🗸 |  |
| To take pride in your work and have high expectations of self and others | 🗸 |  |
| Enquiring, independent thinker | 🗸 |  |
| Approachable, honest, reliable, resilient; has presence and is highly visible to staff, children, parents/carers and the wider community | 🗸 |  |