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|  | **Christ Church CE Primary School***“Let your light shine”* |

**Learning Support Assistant Person Specification**

**The successful applicant will be a passionate and intelligent leader of learning. They will have:**

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| **Essential** | **Desirable** |
| **Qualifications** |  |
| NVQ Level 2 | NVQ Level 3 |
| Maths and English GCSEs at Grade C or above (or equivalent) |  |
| **Church School Requirement** |  |
| Fully supportive of the Christian aims and ethos of the school |  |
| **Experience** |  |
| Experience of supporting a pupil with autism/SEMH needsExperience of supporting a pupil with an EHCPExperience of working in a mainstream Primary school across key stages |  |
| Experience of working flexibly in a team | Experience of working with parents/carers |
| **Job related skills** |  |
| Good interpersonal skills with both adults and children |  |
| Approachable caring manner and ability to form a positive relationship with a child who has complex needs |  |
| Sensitive and effective approach towards behaviour management |  |
| Ability to support a child’s learning and development needs | Ability to monitor a child’s progress and provide appropriate feedback to the class teacherTo keep meaningful records, as required  |
| Good IT skills |  |
| **Personal Skills** |  |
| Demonstrate a clear desire for continuing personal and professional development |  |
| Demonstrates school values |  |
| Demonstrates a positive attitude, high expectations, patience and enthusiasm |  |
| Reliability, motivation and resilience under pressure  |  |
| Able to take the initiative and act proactively when the situation demands |  |
| Ability to form effective professional relationships with colleagues, and to work effectively and efficiently both individually and as part of a team |  |
| **Knowledge** |  |
| Have an understanding of safeguarding procedures and requirements |  |
| A good understanding of the SEND Code of Practice. |  |
| Demonstrate a commitment to and an understanding of the processes of inclusion and equal opportunities |  |
| An understanding of the support/resources children need to overcome identified barriers to learning |  |