

**PERSON SPECIFICATION & ELIGIBILITY CRITERIA FOR THE POST OF  
LEARNING ASSISTANT**

<b>ATTRIBUTES</b>	<b>CRITERIA</b>	<b>ESSENTIAL/ DESIRABLE</b>	<b>CRITERIA WILL BE MEASURED</b>
<b>Work Experience</b>	Experience of supporting pupils with special educational needs in a mainstream or special school environment.	D	A / I
<b>Skills and Abilities</b>	<p><b>The ability to:</b></p> <p>Communicate effectively with staff, parents, the community and relevant external agencies.</p> <p>Relate to and work with others as a member of a team.</p> <p>Work collaboratively with other staff in relation to meeting pupil needs.</p> <p>Plan, deliver and evaluate training, advice, guidance and support to colleagues and pupils in other primary, secondary and special schools.</p> <p>Deliver programmes to promote pupils' personal care and independence.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>A / I</p>

<p><b>Knowledge</b></p>	<p>To have a sound awareness of, and a commitment to develop over time a significant in-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The needs of children with a wide variety of SEN including children with complex physical and medical difficulties, MLD, ASD and CLD.</li> <li>• The implications for the support of children with a wide variety of SEN including children with complex physical and medical difficulties, MLD, ASD and CLD.</li> <li>• Pupils' educational, emotional, moral, physical and social development across the age range of the school.</li> <li>• The needs and aspirations of parents of children with a wide variety of SEN.</li> <li>• The roles and responsibilities of occupational therapists, physiotherapists, speech &amp; language therapists and nursing staff.</li> </ul> <p>Knowledge of current developments with regard to supporting children with special educational needs.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>
<p><b>Personal Qualities</b></p>	<p>The ability to motivate and relate well to children and adults.</p> <p>The ability to be an example of good practice reflecting the policies of the Governing Body.</p> <p>Able to build and maintain professional relationships with staff, pupils and parents.</p> <p>A sound understanding of the needs of children and young people with physically challenging behaviour, and a</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p>

	<p>willingness to provide these children and young people with the support they require.</p> <p>A high standard of professionalism and self-discipline.</p> <p>Self-motivated with a willingness to take on responsibility.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p>	<p>E</p> <p>E</p> <p>E</p>	<p>A / I</p> <p>A / I</p> <p>A / I</p>
<b>Approach to work</b>	<p>Demonstrates a commitment to keep up to date with developments and innovations in relation to children with special educational needs.</p> <p>Demonstrates a commitment to high quality and high standards.</p> <p>Demonstrates a commitment to equal opportunity.</p> <p>Demonstrates an appreciation of pupils' and parents' needs and aspirations.</p> <p>This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>
<b>Other Circumstances</b>	An ability to fulfil all spoken aspects of the role with confidence through the medium of English.	E	I
Revised April 2017			<p>A = Application Form I = Interview</p>