



Person specification: ASC Specialist Support Assistant, working one-to-one

| Specification | Essential | Desirable |
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| Relevant experience | <ul style="list-style-type: none"> • Experience of working with children of primary age with a range of ASC traits. • Track record of effective support and adaptive teaching to support individuals with ASC. • Able to demonstrate reflective practice • Able to use a range of IT equipment to support learning including e-learning programmes for children. • Experience of working in a relevant setting and across phases. | <ul style="list-style-type: none"> • Knowledge of PDA and effective classroom practice. • Experience of working in specialist provision. • Experience of working with a range of support services/providers as part of multi-disciplinary and agency planning and interventions. • Experience with managing time and differing workloads. |
| Qualifications and training | <ul style="list-style-type: none"> • Good general level of education/training. (NVQ level 3 or equivalent as a minimum) • GCSE (or equivalent) English and Maths. • Specialist skills/training in ASC. | <ul style="list-style-type: none"> • Further qualifications specifically in working with children with ASC. • Has a first aid qualification. • Knowledge of speech and language support and how this relates to ASC. |
| Special skills, attributes and knowledge | <ul style="list-style-type: none"> • Views children as individual learners and inclusion is central to the decision-making process. • Has high expectations for all children. • Puts the welfare of young people at the heart of their work. • Has shown the capacity to embrace change. | <ul style="list-style-type: none"> • Knowledge of how to adapt learning effectively. • Knowledge of the Zones of Regulation and effectively supporting pupils with associated strategies. |

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| | <ul style="list-style-type: none"> • Is well organised and has the capacity to lead and manage to defined deadlines. • Is trustworthy, honest, shows integrity and has a sense of fairness. • Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality. | |
| Social skills | <ul style="list-style-type: none"> • Understands that relationships are key to the role with all stakeholders. • Good influencing skills to encourage pupils to interact with others and be socially responsible. • Has the ability to relate well to children and adults, understanding their needs and able to respond accordingly. | |
| Professional behaviours | <ul style="list-style-type: none"> • Upholds the whole school values at all times. • Keeps up to date with Child Protection and welfare changes. • Good attendance. • Flexibility. | |