

Ripplevale School

Learning Support Assistant Person Specification

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| **Key Criteria** | **Essential** | **Desirable** | **Evidence** |
| Qualifications and training | Good levels of competency in literacy & numeracy, at Grade C or above, or an equivalent qualification | At least 5 GCSE’s A\* – C grade including English or equivalent qualificationExperience of working in a Special schoolEvidence of relevant further learning and/or qualifications | Application form |
| Competence Summary (Knowledge, abilities, skills, experience) | Experience ofcommunicating in an appropriate, concise and accurate manner both written and orallyAdaptable and flexible approach to workingAbility to work as a proactive member of a teamAbility to communicate effectively with a rangeof professionalsAbility to use own initiativeTo follow the GDPR regulations adhering to confidentiality of information sharingGood organisationaland time management skillsAbility to establish anddevelop supportive relationships with children and young people with special needs including ASDTo assist in the learning of young people with ASD | ASD specific training or evidence of further training in aspects of working with young people with SENDExperience of other ICT packagesFirst Aid at work qualification or willingness to undergo trainingWorking knowledge of programmes such as e-mail, computerised diary/calendar, word, excel | Application form Interview process References |

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|  | Knowledge of ICT |  |  |
| Work related personal Requirements | Committed to equality of opportunityAbility to work calmly and with patience | Full clean driving licence | Application form Interview References |
|  | Good sense of humour |  |  |
| Special Requirements | Committed to safeguarding and promoting the welfare of childrenNo adverse criminal recordGood attendance and timekeeping record |  | Application form Interview References **CRB** and medical historyclearance |
|  | A willingness to actively improve yourself by developing new skills and knowledge, and learning frompast experience |  |