

Person Specification
Specialist Learning Support Assistant

Part A

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

- Level 2 or 3 Award/Certificate in Supporting Teaching and Learning in schools or a Teaching Assistants qualification or equivalent experience in providing SEN Support within a classroom.
- Qualifications in Sign Language Communication (at a level equivalent to Signature BSL Stage 2 or above)
- Experience of supporting pupils with a range of special educational needs
- Experience of supporting children in a mainstream school using a range of communication modes.
- Flexible approach to communication approaches in the classroom with teachers, and children in Foundation, key stages 1 & 2
- Able to provide effective classroom support using a range of communication approaches (BSL / SSE/Aural-oral)
- Able to prepare, provide and maintain resources and equipment
- Able to adapt learning activities under guidance from other specialist staff
- Able to communicate effectively both verbally and in writing with teachers, children and young people.
- Work well as part of a team and as an individual using their own initiative and expertise.
- Ability to develop good working relationships with children, families and professionals.
- A positive attitude to disability issues/ equal opportunities
- Good IT skills including experience of Microsoft office programs.

Desirable:

- Technical aptitude (checking hearing aids, radio aid, and soundfield systems).

Part B

The following criteria will be further explored at the interview stage:

- Communicate clearly both verbally and in writing with teachers, children and young people.
- Knowledge of mainstream curriculum content & practice
- Good IT skills
- Prepare, provide and maintain resources and equipment
- Experience of supporting pupils with a range of special educational needs

- Recent experience providing classroom support using sign communication approaches (BSL / SSE), Aural-oral communication
- Proven experience of supporting children in mainstream or special school using a range of communication modes
- Flexible attitude to communication approaches in the classroom with teachers, and children in Foundation, key stages 1 & 2. Such as use of
 - a range of communication approaches (BSL / SSE/Aural-oral)
 - ICT and Technical aids e.g. whiteboard/smartboard, VLE, radio aid/soundfield.
- Work well as part of a team and as an individual using their own initiative and expertise.
- A positive attitude to disability issues/ equal opportunities

Additional Requirements

Ability to travel independently across the city as required

No adverse criminal record

Willing to follow further training as required

Willing to become involved in Service/school activities