



Ashwell Primary School

Person Specification - Learning Support Assistant

The following person specification outlines the essential and desirable criteria for the post of Learning Support Assistant, with a focus on supporting the implementation of provision for children with Education, Health and Care Plans (EHCPs).

	Essential	Desirable
Qualifications	- GCSEs (or equivalent) in English and Maths at Grade C/4 or above. - Evidence of ongoing professional development related to supporting children with SEND.	- Relevant Level 2 or 3 qualification in Supporting Teaching and Learning or equivalent. - Training in specific SEND interventions (e.g. speech and language support, autism awareness, Makaton, Team Teach). - First Aid or Paediatric First Aid qualification.
Experience	Experience working or volunteering with children in a school or early years setting.	- Experience supporting children with additional needs and/or disabilities. - Experience of implementing strategies and interventions as outlined in an EHCP. - Experience of working one-to-one or in small groups with children with EHCPs. - Experience of monitoring, recording, and reporting on children's progress. - Experience supporting children with anxiety, trauma, or emotional regulation difficulties. - Experience implementing visual supports, social stories, or Positive Behaviour Support Plans.
Knowledge and understanding	- Understanding of child development and learning processes. - Understanding of the importance of routines, structure, and consistency in supporting learning and wellbeing. - Awareness of the SEND Code of Practice and inclusive education principles. - Understanding of safeguarding and child protection procedures.	- Knowledge of a range of SEND conditions (e.g. ASD, ADHD, dyslexia, social communication difficulties). - Understanding of the structure and purpose of an EHCP and the role of the LSA in implementing it. - Knowledge of approaches such as Zones of Regulation, or sensory integration. - Awareness of strategies for supporting children with speech, language, communication, sensory, or emotional needs. - Training or experience in Emotional Literacy Support (ELSA), social skills programmes, or sensory integration. - Familiarity with evidence-based interventions for reading, spelling, phonics, writing, or maths.

	Essential	Desirable
Skills	▪ Ability to adapt learning materials and activities to meet individual needs. ▪ Strong communication skills, both verbal and written. ▪ Ability to build positive, nurturing relationships with children, staff and families. ▪ Ability to work collaboratively with teachers, parents, and professionals. ▪ Good organisational skills and ability to manage time effectively. ▪ Competent in the use of ICT to support learning and record keeping.	▪ Ability to use alternative communication methods (e.g. Makaton, visual supports). ▪ Ability to support pupils' emotional regulation and wellbeing. ▪ Ability to deliver small-group or 1:1 interventions in literacy, numeracy, or communication. ▪ Use of assistive technology to support learning, such as speech-to-text software or Clicker.
Personal characteristics	▪ Commitment to promoting inclusion, independence, and the holistic development of every child. ▪ Patient, empathetic, and caring approach towards children with complex needs. ▪ Resilience, flexibility, and a calm, positive attitude when managing challenging situations. ▪ Positive and proactive attitude with a commitment to inclusion. ▪ Reliable, flexible, and adaptable to changing needs. ▪ Reflective and open to feedback and professional learning. ▪ Able to work independently and collaboratively as a member of a team yet ask when in need of support ▪ High expectations of self and others. ▪ Discreet and professional in handling confidential information.	▪ A sense of humour and resilience under pressure. ▪ Commitment to continuous professional development within the SEND field.