

Person Specification

SEMH Specialist LSA Scale 3: **GROW (Secondary)**

Qualifications & Experience	Essential	Desirable
<ul style="list-style-type: none"> NVQ Level 3 in learning support/behaviour support or equivalent qualification/experience 		*
<ul style="list-style-type: none"> Successful experience working with children in a school or similar environment 	*	
<ul style="list-style-type: none"> GCSE Grade 4 in English and Maths or equivalent (C grade or above) 	*	
Skills and Knowledge	Essential	Desirable
<ul style="list-style-type: none"> Being aware of and working with policies in relation to inclusion, child protection and physical contact with pupils. 	*	
<ul style="list-style-type: none"> Good working knowledge of ICT to support learning 		*
<ul style="list-style-type: none"> Ability to write and contribute to detailed reports, letters and complete returns. 	*	
<ul style="list-style-type: none"> Ability to use clear language to communicate information unambiguously and to listen effectively 	*	
<ul style="list-style-type: none"> Specialist language/communication skills if appropriate 		*
<ul style="list-style-type: none"> Ability to negotiate effectively with adults and children 	*	
<ul style="list-style-type: none"> Ability to demonstrate a range of effective behaviour management strategies 	*	
<ul style="list-style-type: none"> Ability to demonstrate that you encourage the inclusion of pupils with emotional and/or behavioural difficulties in a mainstream setting 	*	
<ul style="list-style-type: none"> Good understanding of the school curriculum 		*
<ul style="list-style-type: none"> Good working knowledge of specialist curriculum area(s) if appropriate 		*
<ul style="list-style-type: none"> Good understanding of child development 		*
<ul style="list-style-type: none"> Ability to assist in the assessment of progress and performance and recommend appropriate strategies to support development 	*	
<ul style="list-style-type: none"> Participate in the evaluation of the support programme and to contribute to assessment, planning, monitoring and evaluations. 	*	
<ul style="list-style-type: none"> Understand and support the importance of physical and emotional wellbeing programme 	*	
<ul style="list-style-type: none"> Ability to make a proactive contribution to the work of the team supporting children, their families and carers 	*	
<ul style="list-style-type: none"> Ability to work with parents and carers to improve support for children 	*	

<ul style="list-style-type: none"> Contribute to the development and implementation of effective systems to share and safeguard information 		*
<ul style="list-style-type: none"> Demonstrate a highly creative approach to supporting children and an ability to resolve problems independently 	*	
Personal	Essential	Desirable
<ul style="list-style-type: none"> Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults 	*	
<ul style="list-style-type: none"> Ability to make a distinctive contribution to the work of a team 	*	
<ul style="list-style-type: none"> High expectations of self and others 	*	
<ul style="list-style-type: none"> The ability to work to deadlines and under pressure 	*	
<ul style="list-style-type: none"> Ability to ensure confidentiality 	*	
<ul style="list-style-type: none"> Ability to be a self-starter, work in a team and deliver agreed objectives 	*	
<ul style="list-style-type: none"> Approachable 	*	
<ul style="list-style-type: none"> Identify and undertake personal development opportunities and suggest personal development targets 	*	

GREATER THAN THE SUM OF ITS PARTS