

Person Specification: Teaching Assistant SEND

	Essential Criteria	Desirable Criteria	How Assessed
Education & Qualifications	<ul style="list-style-type: none"> GCSE English and Maths, grade C or above or equivalent Willingness and self-commitment to undertake training in relevant learning strategies e.g. literacy/numeracy 	<ul style="list-style-type: none"> NVQ 2 for Teaching Assistants or equivalent qualification Attended Teaching Assistant induction training Appropriate first aid training An enhanced level of competences according to the Speech, Language and Communication Framework 	Certificates and references Interview and Selection
Knowledge and Experience	<ul style="list-style-type: none"> A good knowledge of SEND eg Autism, ADHD and working with pupils with complex communication needs. Recent experience of working with pupils with SEND who have EHCPs and supporting any social, emotional, behavioural, personal care or medical needs. Experience of using different approaches such as 'now and next' timetable, attention skills Working knowledge of the National Curriculum and other relevant learning programmes and some understanding of reading and maths skills Experience of tracking progress of students with SEND both in and out of class Experience of delivering Individual Education programmes for children with specific needs Experience of leading individual or small group interventions and recording progress of students with SEND Is committed to and has an understanding of up to date safeguarding issues. Contributes to safeguarding and promoting children's welfare. Basic understanding of a child's development and learning processes, particularly barriers to learning. Understanding of the relevant policies/codes of practice and 	<ul style="list-style-type: none"> Training courses completed in SEND e.g. autism, speech and language, etc Knowledge of specialist approaches such as TEACCH, Attention Bucket Experience of working with children in a different Key Stage Experience of teaching life skills for pupils with SEND Training and experience in providing nurture or equivalent intervention 	Application form Interview References

	<p>awareness of relevant legislation in the context of your role</p> <ul style="list-style-type: none"> Resources preparation to support learning programmes 		
Skills and Abilities	<ul style="list-style-type: none"> Ability to work calmly and constructively when dealing with pupils with SEND To promote a positive ethos and be a good role model Proven effective behaviour management strategies and ability to learn and use new strategies to deal with individual behaviour To work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. Ability to provide engaging 1:1 or small group support To liaise sensitively and effectively with parents and carers, recognising your role in pupils' learning Effective use of ICT to support learning Ability to manage time and prioritise Able to use your own initiative Ability to contribute to the learning environment To continually improve one's own practice/knowledge through self-evaluation and learning from others The ability to feedback appropriately to teachers on pupil achievement and progress 	<ul style="list-style-type: none"> Experience of teaching intervention groups or supporting vulnerable learners 	<p>Application form Interview References</p>
Work Circumstances	<ul style="list-style-type: none"> To work flexibly as the workload demands This post is subject to a satisfactory enhanced DBS disclosure 		<p>Interview References DBS clearance</p>
Personal Qualities, Dispositions	<ul style="list-style-type: none"> Motivated to working with pupils with SEND An ability to remain professional at all times. Caring; compassionate Excellent communication skills and the ability to relate well to all members of the school community Reliable, honest, efficient and approachable Keep pupil, parent and school confidentiality as appropriate Willingness to show commitment to the life of the school and home/school partnership 		<p>Interview References</p>

We would encourage all applicants to try and demonstrate within their application, where they may meet these requirements.