Person Specification – Teaching Assistant (Level 3) – SEND

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|  | Attribute | Essential/ Desirable | Assessment |
| Qualifications and Education |  |  |
| 1. | Good education background e.g. GCSE equivalent or above | E | A, I |
| 2. | Full first aid qualification (or willing to work towards) | E | A, I |
| 3. | TA specific qualification equivalent to NVQ Level 2 or 3 | D | A, I |
| 4. | Coaching or mentoring skills | D | A, I |
| 5. | Willingness to engage in further professional development, such as Higher Level Teaching Assistant (HLTA) standards or equivalent qualification | D | A, I |
| Knowledge and Skills |  |  |
| 6. | The effective use of ICT to support learning | E | A/I |
| 7. | The ability to track, monitor and review the progress and behaviour of SEN students’, to effectively support learners | E | A/I |
| 8. | The ability to work with individual students and small groups | E | A/I |
| 9. | A good understanding of the principles of the SEN Code of Practice and learning processes | E | A/I |
| 10. | A working knowledge of behaviour strategies | E | A/I |
| 11. | The effective use of data systems within the academy and the ability to retrieve relevant information to support learners’ progress | E | A/I/E |
| 12. | Able to work with the SENDCo to support student learning needs | E | A/I |
| 13. | A good understanding of the key factors that influence learning and progress | E | A/I |
| 14. | The ability to contribute to effective personalised provision and promoting equal opportunities by taking a practical account of diversity | E | A/I |
| 15. | The understanding of the importance of confidentiality | E | A/I |
| 16. | The ability to work with external agencies | D | A/I |
| 17. | Knowledge of working in an identified area of specialism with specific groups of SEN students | D | A/I |
| Experience |  |  |
| 18. | Of working with children and families of relevant age i.e. 11 – 16 | E | A/I/E |
| 19. | Of working with students with special needs | E | A/I/E |
| 20. | Of planning effective actions for students with SEN | E | A/I/E |
| 21. | Of undertaking clerical duties, report writing | E | A/I/E |
| 22. | Of working with students who may be vulnerable or have mental health issues | E | A/I/E |
| 23. | Of involvement in whole school activities and events | E | A/I/E |
| 24. | Of understanding the individual needs of a student | E | A/I/E |
| 25. | Proven ability to demonstrate proactive and professional behaviour | E | A/I/E |
| 26. | Proven ability to work on own initiative | E | A/I/E |
| 27. | Proven ability to demonstrate effective team working | E | A/I/E |
| 28. | Recent experience of working in a school | E | A/I/E |
| 29. | Evidence of a positive impact on outcomes for students | E | A/I/E |
| 30. | Demonstration of excellent behaviour management skills with students | E | A/I/E |
| 31. | Working with and/or coordinating other members of staff | D | A/I/E |
| Personal Qualities |
| 32. | A positive disposition and positive attitude to all other staff and students | E | A/I |
| 33. | Able to work under pressure and to meet deadlines | E | A/I |
| 34. | Have excellent communication skills and the ability to communicate effectively and sensitively with students who have SEN | E | A/I/E |
| 35. | Ability to establish fair, respectful, supportive and constructive relationships with students  | E | A/I/E |
| 36. | To have empathy for children with special needs | E | A/I/E |
| 37. | The ability to recognise and respect the contribution parents and carers can make to the development and wellbeing of students | E | A/I |
| 38. | The ability to work independently and make decisions, and to work as a member of a team | E | A/I |
| 39. | Have very high expectations and professional standards of oneself, students and colleagues | E | A/I |
| 40. | The ability to maintain calm even when presented with stressful situations | E | A/I/E |
| 41. | Demonstrable high standards of reliability | E | A/I |
| 42. | Willingness to improve own knowledge and practice, including responding to advice and feedback | E | A/I |
| 43. | Willingness to deliver first aid (once trained), personal/intimate care, and behaviour management strategies as required | E | A/E |

Assessment and evidence: A = Application; I = Interview process; E = Exercise