**Person Specification – Teaching Assistant Enhanced Provision**

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|  | **Essential** | **Desirable** |
| **Qualifications** | Basic general education – numerate and literate GCSE skills (or equivalent) Grade C or above (or GCSE grade 4 or above) | Classroom assistant qualifications or Phonics trained |
| NVQ 2 or equivalent in teaching assistance or experience |  |
| **Experience** | Experience working with children with additional needs in an educational setting | Experience of working with children with a special educational need; ideally a complex need |
| Experience working with children who require significant support | Experience of working with outside agencies |
| Experience of record keeping | Experience of working as a TA within a school setting |
| Experience of working with children of relevant age |  |
| Experience of working as part of a team |  |
| **Professional knowledge** | Knowledge of SEND practice in an educational setting | Knowledge of working with EHCPs |
| Working knowledge of implementing Support Plans | Knowledge of teaching methods e.g. TEACCH, sensory approaches |
| Understands the needs of autistic pupils |  |
| Ability to use ITC effectively to support learning. |  |
| Willing to undertake training and other CPD activities in order to further develop the specialist skills needed for the role | Knowledge of communication approaches e.g. PECs, Makaton, |
| **Professional skills, qualities and aptitudes** | Has a passion for enabling all children to achieve the best they possibly can and removing barriers that prevent them from doing this |  |
| Is committed to encouraging children to work towards independence |  |
| Believes it is essential to and is able to develop positive relationships with children and their families |  |
| An understanding of the varied needs of children as they develop socially and academically |  |
| Experience in delivering first aid, medication, personal and intimate care |  |
| Knowledge of relevant policies/codes of practice and awareness of legislation |  |
| Able to work in team and enable a team approach to supporting the child |  |
| Able to work with a range of professionals from external agencies |  |
| Is able to work both under teacher direction and, where appropriate at own initiative |  |
| Empathic to the potential challenges faced by children and their families |  |
| Approachable, polite and professional |  |
| Resilient and able to remain calm in challenging situations and to ask for help when needed |  |
| Flexible, can manage last minute changes when required. Good organisational skills |  |
| High expectations of self and others |  |
| Awareness of confidentiality |  |
| Proven written and verbal communication skills |  |
| Is dedicated and punctual |  |
| Understanding of issues related to equal opportunities |  |
| Committed to safeguarding procedures and practices |  |