SBAP Teaching Assistant -Person Specification

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|  | **Essential** | **Desirable** |
| **Qualification** | * NVQ Level 3 or equivalent in a related field i.e. health and social care, childcare
 | * Evidence of further qualifications or recent training in the field of social and emotional needs.
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| **Experience** | * Experience of working with children and families with complex needs
* Experience of working with children 5-12 in childcare settings or schools
* Experience of working in partnership with a range of external agencies
* Experience of delivering personalised programmes of support for identified children
* Experience of working with children and young people who have behavioural difficulties
 | * Experience of leading and facilitating parent groups
* Experience of working with families who are resistant to engage with support
* Experience of supporting parents’/ carers within the Early Help Assessment Framework (EHAF)
* Experience of supporting parents’/ carers through the Small Steps
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| **Skills and****Knowledge** | * Understanding of the physical and emotional development of children and empathy with the needs of vulnerable children and families
* Ability to contribute to the safeguarding and protection of children and maintain open communication between all parties
* Experience of observing and assessing the development of children.
* Experience of planning and evaluating interventions.
* Ability to work in a non-discriminatory manner to deliver services to children and their parents/carers.
* Ability to have a flexible approach and willing to consider a range of models of intervention.
* Ability to establish and maintain professional relationships
* Good presentation and communication skills
* Good listening skills
* Good time management and self-organisation
* Numeracy, Literacy, and IT skills
* Confidentiality
* Ability to exercise discretion and judgement
* Ability to keep accurate records and timelines
 | * Willingness to learn and develop understanding of attachment and trauma techniques to support young people- such as the PACE model
* Ability to form relationships with family members and an ability to challenge in order to help families make changes and succeed
* Ability to analyse information and data
* Ability to be flexible in your approach and willing to consider a range of models of intervention
* Ability to plan and evaluate interventions with families.
* Excellent interpersonal communication skills, including influencing skills
* Effective working with outside agencies
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| **Personal** **Effectiveness** | * Ability to undertake preventative work with families on an individual or group basis including those with issues pertaining to child protection and children in need.
* Ability to work 1-1 as well as within a team
* Willingness to engage in additional research and training
* Ability to work independently using your own initiative and at times demonstrate self-management
* Ability to present a good role model within service delivery
 | * To work with children and families to develop action plans that identify need, and have a measurable impact
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