**PERSON SPECIFICATION** These qualities will be assessed from the application form submitted and responses made at interview

**JOB TITLE:** Teaching Assistant

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| **Criteria** | **Essential** | **Desirable** |
| **QUALIFICATIONS** | 4 GCSEs (Grade A-C) or equivalent including Maths and English | * Childcare/child development course * Current first aid certificate * Courses that support behaviour and therapeutic support |
| **EXPERIENCE** | Experience of working with primary age children with special educational needs |  |
| **SKILLS** | * Good interpersonal skills and an ability to relate and communicate effectively with children, staff and parents. * Good literacy and numeracy skills * Good organisational skills * Ability to maintain confidentiality * Ability to train other staff * Ability to work in a 1:1 relationship and in groups. * Ability to keep neat and accurate records. * Ability to work flexibly as part of a team * Ability to show initiative when appropriate. * Clear, legible handwriting | * Basic practical skills e.g. art and craft, needlework, sports * Computer keyboard skills * Ability to speak, read and write a language other than English |
| **KNOWLEDGE** | * Good standard of spoken and written English * Good English comprehension * Understanding of the developmental needs of children * Understanding of the importance of play * Knowledge of a range of behaviour management strategies & techniques | * An understanding of potential hazards to children both inside and outside the classroom and an ability to avoid hazardous situations whenever possible. * An understanding of issues affecting children (e.g. bullying, abuse). |
| **PERSONAL QUALITIES** | * Caring, approachable, firm, understanding, consistent, assertive and calm * Understanding of children’s needs * Understanding and respecting the need for absolute confidentiality * Adaptability and willingness to assist with other aspects of school life * Willingness to continue to learn, develop, and train | Experience of working as a learning mentor / behaviour support assistant to support children with challenging behaviour |

**Job Description Teaching Assistant**

**KEY PURPOSE OF THE JOB**

Under the guidance and supervision of the Deputy Headteacher and Welfare DSP Manager;

1. provide a complementary service to that provided by teachers to address the needs of the pupils who need help and support to overcome barriers to learning, both inside and outside of school to achieve their full potential.
2. Contribute to raising standards of attainment, improving attendance, maintaining good standards of behaviour and participation.
3. Provide direct support for learning through in-class support, interventions, and on the playground.

**MAIN ACTIVITIES**

1. Work collaboratively with teachers, teaching assistants, SENDCO, and other agencies to identify and support pupils with barriers to learning and/or who have behavioural/ emotional/ social needs.
2. Develop positive one to one mentoring relationships with pupils and groups identified as needing sup­port.
3. Take a lead role in supporting the behaviour, including learning behaviour, of individuals and groups, including:

- Gathering information and evidence following behaviour incidents.

- Liaising with senior leadership group and teachers to ensure appropriate steps are taken.

- Providing learning breaks for children as needed.

- Supporting children at break and lunchtimes.

4. Devise, implement and evaluate individual support plans for pupils identified as needing support inside and outside the classroom. This in collaboration with class teacher, progress phase leaders and senior leaders.

5. Provide in class support for children and groups in relations to general and specific needs.

6. Deliver 1:1 and/or small group mentoring/therapeutic sessions to support the individual needs of children.

7. Establish and maintain home-school liaison with the families/carers of pupils receiving support to keep them informed about pupils’ needs and progress and to secure positive family/carer involvement and support. This may include home visits if appropriate with DSP/DSSL.

8. Ensure effective records for work with children and families. Line managed by Inclusion SENDCo.

9. Establish good relationships and work closely with other agencies who may also be involved in supporting a targeted child so that the needs of the child concerned are met in a focused and integrated way.

10. Promote efficient and effective transfer of pupil information at points of transition of their needs within the school.

11. Encourage positive attitudes to children receiving support and a shared understanding of their needs within the school.

12. Liaise and meet regularly with school professionals to report and discuss progress of specific children and families taking appropriate action as agreed.

13. Input into meetings to ensure that the staff are aware of circumstances that make impact on children’s ability to fully access school life such as pupil progress meetings, phase meetings, and SEND reviews etc.

14. Ensure funding for looked after children, and previously looked after children, is targeted and monitored appropriately under guidance of Inclusion, SENDCo Lead.

15. Contribute to reports as required.

16. Any other duties and responsibilities within the range for the salary grade.

17. Fully engage in professional development opportunities

(where appropriate), INSET days, and Performance Management cycles.

18. Keeping up to date with the most recent information, research regarding Pastoral care.