



Person Specification (SEND) Early Years Teaching Assistant (Grade 5 Enhanced)

	Essential	Desirable
Qualifications and Abilities	<ul style="list-style-type: none"> • NNEB, NVQ 3 or CACHE level 3 or BTEC Level 3 or equivalent qualification in a relevant discipline • 5 GCSE's including Maths and English, grades 9-4 (A-C) 	<ul style="list-style-type: none"> • Working knowledge of a range of software packages • Paediatric First Aid qualification • Team Teach trained
Experience	<ul style="list-style-type: none"> • An outstanding classroom practitioner • A secure working knowledge of the EYFS curriculum and its assessment procedures • Recent experience of delivering <u>whole class</u> teaching and learning/ provision in EY • Recent experience of successfully working with children with complex special needs including medical and developmental delay. • Use of a sensory learning environment • Experience in creating and/ or delivering highly differentiated programmes, timetables and targeted intervention • A knowledge and experience of personalising learning to raise standards of 	<ul style="list-style-type: none"> • RWInc. Phonics

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	<p>attainment for every child, including those pupils with SEND.</p> <ul style="list-style-type: none"> • Demonstrate consistent high standards of classroom practice • Current experience of planning and evaluating learning experiences • Successful experience and evidence of impact when working with children with a range of SEND needs within an EY setting • Knowledge of phonics and early reading 	
Skills and Qualities	<ul style="list-style-type: none"> • An up to date knowledge and understanding of the SEND Code of Practice • Outstanding literacy and numeracy skills • An excellent and engaging communicator, with outstanding oral, written and communication skills • An excellent ability to share detailed knowledge of individual children's attainment with the class teacher to aid future planning and assessment • Excellent behaviour management techniques and ways of overcoming barriers to learning • Ability to establish and maintain firm and consistent boundaries • Creativity and imagination – ability to adapt to the needs of every child, 	<ul style="list-style-type: none"> • A commitment to undertake further specialist training as required • Confident use of ICT

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	<p>including those with the highest level of need</p> <ul style="list-style-type: none"> • • Ability to build and form good working relationships with children, parents/carers colleagues and professionals • Excellent organisational skills and ability to meet deadlines • Willingness to be involved in extra-curricular activities and wrap around provision • Ability to work on own initiative, and prioritise between conflicting demands 	
Equal Opportunities	<ul style="list-style-type: none"> • Commitment to the School's Equal Opportunities Policy, Special Needs Code of Practice, Disability Discrimination Act, and Every Child Matters • Commitment to the Safeguarding Practices and Procedures 	
Personal Qualities	<ul style="list-style-type: none"> • Approachable manner, reliable, conscientious, articulate • Sensitive to the needs of vulnerable children and their parents • Commitment to achieve high standards and to continuing personal and professional development • High level of confidentiality and discretion • Enthusiasm, drive and flexibility • Calm and positive approach • Willingness to get involved in all aspects of 	

	Essential	Desirable
	<p>school life</p> <ul style="list-style-type: none"> • Willingness to further develop professional knowledge and understanding • A commitment to equal opportunities and inclusion • To take a full and active role in the life of the whole school 	