

	ESSENTIAL	DESIRABLE	HOW MEASURED
EXPERIENCE	<ol style="list-style-type: none"> 1. Substantial and recent experience of working with children in mainstream and/or special schools or early years settings. 2. Experience of teaching numeracy, literacy and other key skills to pupils 3. Experience of Implementing speech and language development activities 4. Experience of working as part of team in collaboration with teachers and other teaching assistants or similar 	<ol style="list-style-type: none"> 1. Experience of developing & creating simple educational activities 2. Experience of supporting pupils with complex learning difficulties, including pupils with sensory, physical, communication, or language learning disabilities 3. Experience of using visual language systems for communication 4. Experience of working with children and families from a range of cultures represented locally 5. Experience of working as part of team in collaboration with therapists and parents 6. Experience of helping to develop, implement and evaluate individual education plans and individual behaviour plans 7. Experience in using positive handling strategies with pupils who present challenging behaviours 8. Experience in using a range of assessment methods to record and report pupils' progress and achievements to teachers and other professionals 	Application form Interview

	ESSENTIAL	DESIRABLE	HOW MEASURED
EDUCATION, TRAINING AND QUALIFICATIONS	<ol style="list-style-type: none"> 1. Willingness to undertake accredited and non-accredited training both during and outside normal school hours 	<ol style="list-style-type: none"> 1. City & Guilds in Learning Support or other appropriate qualification in educating children. 2. Good record of participation in training opportunities 3. Experience and training in use of Team Teach interventions with pupils who present challenging behaviours. 4. First Aid or First Aider qualification 5. A full driving license 	Application form/certificates
SKILLS AND KNOWLEDGE	<ol style="list-style-type: none"> 1. Good literacy and numeracy skills for teaching pupils and for planning and record keeping 2. Good communication skills. 3. Good organisational skills 4. Knowledge of child development & children's personal development needs 5. Knowledge of the implications of common disabilities in children for teaching & learning at school and for families of pupils 6. Knowledge of strategies which promote good behaviour & discipline 7. Working knowledge of safeguarding procedures 	<ol style="list-style-type: none"> 1. Interest and talent in some aspect of the creative arts, e.g. music, drama, art 2. Good ICT capability 	Application & Interview

	ESSENTIAL	DESIRABLE	HOW MEASURED
PERSONAL QUALITIES	<ol style="list-style-type: none"> 1. Responsive to pupils' personal needs/communication attempts 2. Communicates effectively with parents whenever the need arises 3. Observes confidentiality about circumstances of colleagues, pupils and pupils' families 	<ol style="list-style-type: none"> 1. Willingness to drive minibuses for off-site educational visits after appropriate training 2. Willingness to become involved in supporting pupils for out of school club or residential educational visits 	Interview
WORKING ARRANGEMENTS	<ol style="list-style-type: none"> 1. Ability to work with pupils who may at times behave abusively and aggressively and participate fully in planned physical interventions 2. Ability to participate fully in pupil personal care routines and in moving & handling pupils with physical disabilities safely following recognised procedures 	<ol style="list-style-type: none"> 1. Takes responsibility for management of specific school resources 2. May support pupils on inclusion programmes in mainstream schools or early years settings 	Interview

THE POST IS SUBJECT TO:

DISCLOSURE OF CONVICTIONS UNDER THE REHABILITATION OF OFFENDERS (EXEMPTION) ACT 1975
A VALID DBS WITH ENHANCED DISCLOSURE IS ESSENTIAL

THE POST IS NOT POLITICALLY RESTRICTED