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. |
| **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 |
| **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 |
| **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 |