

Person Specification for Teaching Assistant

<u>Requirements</u>	<u>Essential</u>	<u>Desirable</u>
Qualifications and Experience	<ul style="list-style-type: none"> • A genuine interest in working with children with special needs and a desire to develop an understanding of SEN provision • Some Teaching Assistant experience gained through working in the primary age range • Willingness to undertake training as required 	<ul style="list-style-type: none"> • Level 2 TA certificate and/or relevant ongoing CPD and training • Phonics knowledge, in particular, Read, Write Inc phonics scheme
Professional knowledge, understanding and skills	<ul style="list-style-type: none"> • Clear understanding of safeguarding and child protection procedures and support staff's role and responsibilities • Clear understanding of inclusion within a school setting • Able to promote good pupil behaviour, and deal promptly and calmly with conflict and incidents between children • Good understanding of the varied needs of children as they develop socially and emotionally • Ability to support children across the primary age-range 	<ul style="list-style-type: none"> • Understanding of the impact of Adverse Childhood Experiences (ACEs) and early-life trauma
Skills and abilities	<ul style="list-style-type: none"> • Understand the importance of information sharing • Aware of different ways of communicating and understand barriers to communication • Builds respectful and trusting relationships with children • Keen to learn and develop skills across mainstream and special needs provision • Able to follow school policy and practice • Able to demonstrate the limits of confidentiality that apply to the role 	<ul style="list-style-type: none"> • Experience of or training in de-escalation strategies • Able to identify developmental or behavioural changes in young children and can seek advice, information and support as necessary.
Personal Qualities	<ul style="list-style-type: none"> • Collaborative team work • Can work with initiative • Flexible and able to respond positively to change • Calm, patient and able to maintain composure when dealing with challenging behavior 	

	<ul style="list-style-type: none">• Demonstrate a positive attitude and empathy towards children with special needs• Demonstrate a commitment to treating all people fairly and with respect.• Has high expectations of self and others• Knows when to seek advice and support• Emotional resilience and good sense of humour• Able to form and maintain appropriate relationships with children• Able to follow school policies and practices	
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