

King Athelstan Primary School

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Headteacher: Emily Newton

Person Specification

TEACHING ASSISTANT – Specialist Resource Provision (SRP)

Selection for interview will be based on the criteria outlined in this form. At each stage of the process an assessment will be made by the appointment panel to determine how far the criteria have been met. Candidates who do not meet asterisked (*) criteria will not be considered.

Criteria should be addressed on the application form and/or in the statement of application as indicated. Criteria will be further tested later in the process through interviews and other methods such as teaching a small group of pupils.

When completing your statement of application you should ensure that you provide supporting evidence of how you meet the criteria through reference to recent work or other relevant experience.

1. Education, qualifications and training

- * (a) Good spoken and written English and mathematical skills.
- * (b) GCSE Maths and English qualifications of A – C grade or equivalent.
- (c) Training in relevant learning strategies e.g. English and maths.
- (d) Training in supporting children with SEND, including the delivery of specific interventions.

2. Experience

- * (a) Working with or caring for children in KS1 and KS2 in an educational setting.
- * (b) Working with individuals and groups.
- * (d) Experience of working with children with complex Special Educational Needs in an educational setting, including those with Social, Emotional and Mental Health needs.
- (e) Experience of working with children with English as an Additional Language and those from challenging or disadvantaged home circumstances.
- * (f) Experience of delivering Wave 2 and Wave 3 interventions.

3. Skills and abilities

- * (a) Ability to relate well to and build effective working relationships with children and adults.
- * (b) Ability to work constructively as part of a team, understanding SRP roles and responsibilities and your own position within these.
- * (c) Ability to evaluate learning needs of children and actively seek learning opportunities for them.
- * (d) Good organisational and time management skills.
- * (e) Ability to use positive behaviour management strategies to maintain high expectations of all.
- * (f) Ability to remain calm under pressure and adapt quickly.
- (g) Effective use of ICT to support learning.
- (h) Use of a range of equipment and technology.
- (i) Ability to initiate and join in with playground and indoor games.
- (j) Ability to support and encourage children to eat well at lunchtimes.
- (k) Ability to train as a first aider.
- * (l) Ability to train in Team Teach techniques (de-escalation and positive handling)

4. Knowledge and Understanding

- * (a) General understanding of national curriculum and other basic learning programmes/strategies.
- * (b) Basic understanding of child development and learning.
- * (c) Knowledge and understanding of special educational needs and a willingness to extend this.
- * (d) Knowledge and understanding of children's social and emotional needs.

5. Commitments

- * (a) Commitment to all aspects of inclusive education.
- * (b) Commitment to achieving high standards, accelerating progress, promoting independence and challenging all pupils.
- (c) Commitment to own professional development and training.
- (d) Commitment to encouraging participation of parents/carers and the wider community in the life of the school.

April 2020