

Person Specification – SEND Support Staff

| Category | Essential | Desirable | Method of Assessment |
|--------------------------|---|--|---------------------------------|
| Qualifications | <ul style="list-style-type: none"> A good general education including minimum GCSE Grade C or equivalent in English and Mathematics. Evidence of study post 16. | <ul style="list-style-type: none"> Educated to degree level. | Application Form and Interview |
| Experience | <ul style="list-style-type: none"> Experience of working within a secondary school environment supporting students with learning. Experience and knowledge of learning strategies and adapting these to individual student's needs. Experience of working with a wide range of students including those with specific statements. Experience of the role of a Teaching Assistant and in particular classroom organisation and management. Experience of using ICT to advance pupils' learning, and experience of using common ICT tools for own and students' benefit. | <ul style="list-style-type: none"> Experience of leading intervention sessions for students. Experience of supporting the planning and delivery of the curriculum Experience of differentiating learning resources to meet the needs of students. Experience of evaluating students' progress through a range of assessment activities | Application Form and Interview |
| Training | <ul style="list-style-type: none"> Willing to participate fully in all relevant training, including training to support the postholder in their safeguarding responsibilities. | | Application Form and Interview. |
| Special Knowledge | <ul style="list-style-type: none"> Secure understanding of the learning process and what motivates young people in their learning. Ability to plan and implement individual programmes of study covering academic and social aspects of development. Understanding of safeguarding children and the boundaries between adults and children in a school setting. | <ul style="list-style-type: none"> Knowledge of learning difficulties. Ability to understand the barriers to learning experienced by students. | |
| Circumstances | <ul style="list-style-type: none"> Able to work during some school holiday periods. | | |

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| Disposition | <ul style="list-style-type: none"> • Reliable, organised able to work effectively and innovatively. • Flexible and open to change for continuous improvement. • To be an excellent team player who effectively contributes to raising attainment and achievement within the Academy. • Personal emotional resilience to work with challenging behaviours and attitudes. • A commitment to improving own practice through observation, evaluation and discussion with colleagues A commitment to establishing a nurturing and suitably challenging learning environment to help pupils with a variety of needs reach their full potential | | |
| Practical and Intellectual Skills | <ul style="list-style-type: none"> • ICT literate with a desire and ability to develop new skills. • Effective oral and written communication skills. • Ability to show a calm, consistent and authoritative manner when maintaining discipline. • Ability to lead, co-ordinate, and evaluate the work of other Teaching Assistants • Ability to develop and deliver quality induction training for other Teaching Assistants. • Excellent communication skills. • Commitment to safeguarding children and young people. | | |
| Legal Requirements | <ul style="list-style-type: none"> • Enhanced Disclosure & Barring Service Check confirming the appointee is not on the Children's Barred list. • In accordance with Keeping Children Safe in Education an online search will be carried out on all shortlisted applicants. • This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement for the role. | | |

Shireland Collegiate Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.