**SPECIAL EDUCATION & DISABILITY TEACHING ASSISTANT**

**PERSONAL SPECIFICATION**

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

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| **EDUCATION & EXPERIENCE** |
| 1. Meet SEND & TA standards. 2. Having experience of working with SEND children showing an understanding of EHCP’s and their use. 3. Hold relevant qualifications at a level equivalent to at least NVQ Level 3 or working towards. 4. Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C). 5. Attend training as appropriate and training relevant to the post, including safeguarding, behaviour management and Child Protection training. 6. Training in relevant learning strategies e.g. literacy. 7. A minimum of two years’ experience of working with children (either paid or unpaid capacity) preferably in an education setting. 8. Evidence of specialism in specific curriculum areas or areas of particular learning difficulty. |
| **KNOWLEDGE & UNDERSTANDING** |
| 1. Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies. 2. Understanding of behaviour management strategies. 3. Understanding of First Aid procedures. |
| **SKILLS** |
| 1. Effective oral and written communication skills. 2. Ability to help devise, implement and evaluate programmes of support. 3. Ability to plan, facilitate, assess, evaluate and record learning opportunities/progress. 4. Excellent interpersonal skills both in working relationship with young people and in forming effective professional relationships with a wide range of contacts. 5. Good organisational and time management skills. 6. Sound IT skills to support learning and maintain electronic information systems. |
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| **ABILITIES** |
| 1. Able to form and maintain appropriate professional relationships and boundaries with children and young people. 2. Ability to organise, lead and motivate others. 3. Ability and willingness to work constructively as part of a team 4. Ability to supervise pupils effectively both in and out of school in line with the school’s behaviour policy. 5. Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for Teaching and Learning. 6. Ability to deal with sensitive information in a confidential manner. 7. Ability to help the pupil to transfer their learning to other parts of their lives. 8. Ability to provide and be a good role model to young pupils. 9. Ability to work in partnership with parents and teachers. 10. Ability to use own initiative and work flexibly. |
| **OTHER** |
| 1. Attendance at relevant courses and a willingness to take part in in-service training as required. 2. Ability to reflect upon and engage in professional development in order to improve own knowledge, skills and understanding. 3. Empathy with young people facing barriers to their learning. 4. A commitment to helping young pupils achieve, through education and learning. 5. An understanding of and a genuine commitment to Equal Opportunities. 6. Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person; |