

**SENIOR TEACHING ASSISTANT**

**PERSON SPECIFICATION**

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| **Criterion** | **Essential**  | **Desirable** |
| **Qualifications and Training** | GCSE/O Level English and Maths Grade C (4/5) and aboveNVQ 3 for Teaching Assistants or equivalent qualification for experienceFirst Aid at Work Certificate or willingness to undertake | Training in the relevant strategies e.g. Maths and English and/or in particular curriculum or learning area e.g. bilingual, sign language, Dyslexia, ICT |
| **Experience** | Experience of working with students with MLDExperience of leading group literacy, numeracy or speech and language interventionsExperience of using technology and IT skills including Excel/Word and Google Drive | Experience of working with children of relevant age |
| **Skills and Ability** | ResilientThe ability to prioritise, plan and organise yourself and othersWork constructively as part of a team, understanding classroom roles and responsibilities and your own position within theseThe ability to establish trusting relationships with students and adultsThe ability to communicate effectively, both orally and in writingCreative, dynamic approach, anticipating and solving challengesAble to motivate, inspire and challenge othersThe ability to work flexibly, prioritise, multi-task and work well under pressureThe ability to work effectively without supervision where appropriateGood timekeeping and punctualityAbility to self-evaluate learning needs and actively seek learning opportunitiesEffective use of ICT to support learningUse of other technology equipment – video, photocopier | A growth mind-setA sense of humourFlexibility to assist teacher/school out of school hours if necessary |
| **Knowledge** | Understanding the importance of effective safeguarding within the roleWorking knowledge of national/foundation stage curriculum and other relevant learning programmes/strategiesUnderstanding of principles of child development and learning processes | Knowledge and understanding of issues affecting SEND studentsFull working knowledge of relevant policies/codes of practice and awareness of relevant legislation |