

**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 above  NVQ 3 for Teaching Assistants or equivalent qualification for experience  First 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 MLD  Experience of leading group literacy, numeracy or speech and language interventions  Experience of using technology and IT skills including Excel/Word and Google Drive | Experience of working with children of relevant age |
| **Skills and Ability** | Resilient  The ability to prioritise, plan and organise yourself and others  Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these  The ability to establish trusting relationships with students and adults  The ability to communicate effectively, both orally and in writing  Creative, dynamic approach, anticipating and solving challenges  Able to motivate, inspire and challenge others  The ability to work flexibly, prioritise, multi-task and work well under pressure  The ability to work effectively without supervision where appropriate  Good timekeeping and punctuality  Ability to self-evaluate learning needs and actively seek learning opportunities  Effective use of ICT to support learning  Use of other technology equipment – video, photocopier | A growth mind-set  A sense of humour  Flexibility to assist teacher/school out of school hours if necessary |
| **Knowledge** | Understanding the importance of effective safeguarding within the role  Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies  Understanding of principles of child development and learning processes | Knowledge and understanding of issues affecting SEND students  Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation |