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| Person Specification – **Specialist Teaching Assistant** | | |
| **Qualifications** | Essential | Desirable |
| Evidence of completing relevant training in previous positions held | X |  |
| Specific qualifications related to specialist teaching strategies and interventions |  | X |
| Qualifications or a degree in related subjects e.g. Psychology |  | X |
| **Experience and Knowledge** |  |  |
| Experience of working within a specialist education setting |  | X |
| Experience of supporting children and young people with a range of SEND needs, which can include dysregulated and distressed behaviours | X |  |
| Experience or a desire to support Upper Key Stage Two neurodivergent pupils in their final years of primary education and for their transition into a secondary setting. | X |  |
| Good reading, writing and Maths skills to support primary aged pupils to make progress | X |  |
| An aspiration to work within a highly effective specialist education team | X |  |
| An understanding of autism and the traits related to this profile, including the importance of knowing the strengths and needs of individual pupils | X |  |
| Knowledge and experience of safeguarding policies and procedures | X |  |
| Experience of implementing a range of strategies in order to maximise outcomes | X |  |
| Experience of liaising successfully with external agencies, for example Educational Psychologists |  | X |
| Experience of building and maintaining effective relationships with all stakeholders, including pupils, colleagues, parents/carers, health professionals and The Local Authority | X |  |
| Knowledge of implementing approaches to support building relationships e.g. The PACE approach, emotion coaching, boundaries and expectations, consistent routines | X |  |
| Knowledge of implementing specialist approaches to support pupil’s provision in the key areas of SEND e.g. speech and language tools, visuals, emotional regulation strategies, sensory integration resources | X |  |
| Experience of planning and teaching with a personalised, pupil centred approach |  | X |
| Experience of supporting pupils with an Education, Health and Care Plan |  | X |
| **Personal and Professional Qualities** |  |  |
| The aspiration to be a member of the specialist education team | X |  |
| The ability to work collaboratively with members of the specialist education team to ensure pupil’s needs are fully understood and provision is appropriate | X |  |
| The ambition to be part of our vision to be a trail-blazing school | X |  |
| Resilience in the face of challenge and a positive attitude towards all | X |  |
| High standards of professionalism within communication, both in verbal and written form | X |  |
| High standards of professionalism within confidentiality and safeguarding, understanding that information regarding pupil’s needs is sensitive and only to be shared with relevant professionals and family members when directed to do so by line managers | X |  |
| Being adaptive and flexible to support the strengths of pupils, in addition to meeting varied needs | X |  |
| Being able to use a positive, strengths-based approach to decide on the provision for pupils with neurodiversity | X |  |
| The ability to build strong, positive relationships that support pupils to feel engaged and inspired in their learning | X |  |
| Ability to consistently demonstrate a calm, resilient, child-centred approach when supporting a dysregulated pupil | X |  |
| Being a role model to pupils, by modelling positive behaviour | X |  |
| Having an unconditional positive regard for all pupils, ensuring that pupil voice is heard before actions and outcomes are agreed upon | X |  |
| The desire to participate in continuous professional development to ensure an up to date specialist knowledge base | X |  |

Job Description

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| Job Title | Specialist Teaching Assistant |
| Contract | Full time, permanent |
| Location | Drake Primary School – Autism Specialist Resource Base |
| Responsible to | Georgia Jones – Specialist Provision Lead, Assistant Head, Outreach Lead |
| Salary | Scale C-D |
| Context | |
| Drake Primary School has a unique opportunity for an excellent practitioner to work alongside our Specialist Education team within our Autism Specialist Resource Base (SRB) as a Specialist Teaching Assistant.  At Drake, we have a 16-place autism specialist provision, catering for pupils from Reception to Year 6. We have a KS1 classroom called Thunberg Class and a KS2 classroom called Arday Class. Our SRB is led and supported by a specialist provision lead, alongside two specialist class teachers and an experienced team of support staff. Pupils who have a placement in the SRB have access to an individualised, specialist package of provision, to ultimately enable them to thrive within their year group classrooms.  This is a fantastic opportunity for an enthusiastic and committed practitioner to develop and share their skills in working with children with social communication differences.  You will be joining an innovative, trail-blazing SRB team and will facilitate the success of our pupils both within the specialist and mainstream classrooms across school.  You will support the implementation of specialist approaches within our wider school setting, modelling high standards of inclusive practice.  We believe that strong, secure relationships are the key to pupil success, with an attitude of ‘unconditional positive regard’ for all of our pupils. We are looking for a resilient and nurturing professional to implement our trauma informed, holistic approaches and to work collaboratively with our SRB and Pastoral Team to deliver provision to meet the needs of all pupils. | |
| Responsibilities | |
| The main responsibilities are;   * Supporting the SRB team as a Specialist Teaching Assistant within both the specialist and year group classrooms. * Engaging pupils in their learning by providing modelling, scaffolding and adaptive teaching strategies to ensure SRB pupils make progress across the curriculum * Work collaboratively with colleagues across the school, modelling high standards of practice within the classrooms and supporting class teams to effectively implement the provision of SRB pupils * Enabling SRB pupils to grow in their independence and autonomy, understanding how to adapt your support to facilitate inclusion into the wider school * Supporting pupils during less structured times of the school day e.g. playtimes, to model positive communication skills and to support with the mediation of any peer conflict * When appropriate and relevant to the specialist TA role, responding to incidents of pupil dysregulation, ensuring zones profile plans are followed where relevant * Delivering and assisting the delivery of effective specialist interventions e.g. Zones of Regulation, Attention Autism, Colourful Semantics * Working collaboratively within the Pastoral Team to ensure SEND, Relationships and Behaviour are regularly monitored and reviewed * Working collaboratively with parents to build trusting home/school relationships, including writing information about the day of SRB pupils within their communication books | |
| Our Offer | |
| * A passionate, driven and successful school where you will feel well supported in your role by the leadership team, pastoral team and the wider warm and friendly staff team * The opportunity to work with the most wonderful students and families * A caring ethos with enthusiastic and skilled staff who are highly aspirational and committed to pupil welfare, progress and life-chances * Wellbeing support using a range of tools, including the online platform WellBe * Excellent professional development and career enhancement opportunities. * Up to date training opportunities from the SRB hub and Specialist Provision Lead * Well-resourced facilities for ICT and Music with 4 musicians in residence * On-site childcare (from 12 weeks old to 4 years) * Parking, soon to include electric charging points | |