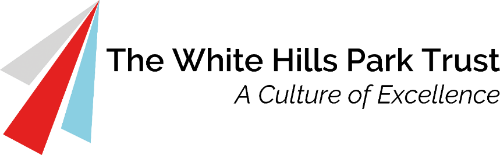
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**Foxwood TA3 - Person Specification**

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| --- | --- | --- | --- | --- |
| **Requirements** | | **Essential** | **Desirable** | **Proposed**  **selection method\*** |
| **Experience** | * Working collaboratively with staff to support effective learning of pupils * Developing, delivering and evaluating the impact of support programmes for students * Working with pupils with Special Educational Needs * Meeting behavioral needs of pupils * Liaising with external agency partners * Supporting the review and update of pupils EHCPs | \*  \*  \* | \*  \*  \* | A/I/R  A/I/R  A/I/R  A/I  A/I  I |
| **Qualifications** | * To be educated to at least GCSE or above in Maths and English. * NVQ Level 2 or 3 for Teaching Assistants or equivalent qualifications   OR  Approved to commence (as a minimum requirement) an approved Teaching Assistant Qualification within the first academic year following appointment   * Evidence o f recent relevant further professional development * Enhanced DBS clearance | \*  \*  \*  \*  \*  \* |  | A  A  A  A/I  A |
| **Skills and**  **Knowledge** | * An awareness of the role of multi-agency working and its role in improving outcomes for pupils * Strategies to engage and motivate students with Special Educational Needs * An understanding of child protection and the regulations concerning safeguarding children * How to identify personal professional development needs * How to work with parents and other agencies to support pupil development * The ability to record and report pupil progress * The ability to respond to individual needs of students e.g. communication and behaviour management strategies. Using this information through evaluation to identify future learning needs * The ability to be innovative and try new approaches to supporting pupils * Implementing school policy * An understanding of Health and Safety requirements | \*  \*  \*  \*  \*  \*  \*  \* | \*  \* | A/I  A/I  I/R  A  I  A/I  A/I  A/I  A/I  A |
| **Personal Qualities** | * A sound and effective communicator with pupils, parents, colleagues and other professionals * A good listener, respecting other peoples’ points of view and an ability to engage in professional dialogue. Identifying a collective way forward and ensuring effective outcomes * Possess good organizational skills and be reliable in fulfilling professional responsibilities * Demonstrate professional confidence and the ability to work both independently and as a member of a team | \*  \*  \*  \* |  | A/I  A/I  A  A/I |
| **Working Practices** | * A willingness to contribute to whole school initiatives and support school improvement priorities * A sound understanding and competency of ICT skills | \* | \* | A  I |

A = Application I = Interview R = Reference