

Person specification: Teaching Assistant Grade 5

	Essential	Desirable			
Qualifications and training	<ul style="list-style-type: none"> Level 3 Childcare Education and Development or similar 	<ul style="list-style-type: none"> Knowledge and understanding of procedures and policies around confidentiality, data protection and sharing of information 			
AET Trust values	<p>The successful candidate will be able to meet the attributes of the Trusts Values:</p> <table border="0"> <tr> <td> Aspiration <ul style="list-style-type: none"> Inclusive and respectful to all our colleagues Keen to keep developing and receptive to change Reflective and learn from mistakes Solution focused </td><td> Believe <ul style="list-style-type: none"> Passionate and have a positive outlook Confident to share their opinions and ideas and value those of others </td><td> Community <ul style="list-style-type: none"> Considerate of all Welcoming Adaptable Understanding of the needs of the wider community Look after our own and each other's well being </td></tr> </table>		Aspiration <ul style="list-style-type: none"> Inclusive and respectful to all our colleagues Keen to keep developing and receptive to change Reflective and learn from mistakes Solution focused 	Believe <ul style="list-style-type: none"> Passionate and have a positive outlook Confident to share their opinions and ideas and value those of others 	Community <ul style="list-style-type: none"> Considerate of all Welcoming Adaptable Understanding of the needs of the wider community Look after our own and each other's well being
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All candidates must be;

- Eligible to work in the UK.
- Open to having the relevant security checks made on them, e.g. an enhanced DBS check.
- Suitable to work with children and young people.

	Essential	Desirable
Knowledge, Experience, Skills and Competency	<ul style="list-style-type: none"> Ability to support the teacher in planning, preparing, delivering and evaluating learning activities to ensure effective teaching and learning for a child with a visual impairment: to show attention to detail. Ability to give feedback in a constructive manner, both verbally and in writing, in agreed formats Ability to adapt the school learning environment to minimise the impact of additional barriers presented by visual impairment Ability to keep children and young people safe during day-to-day work activities. Ability to assess the balance between safety and risk, challenge and protection and adjust own behaviour accordingly. Ability to manage own time effectively in order to prepare materials to match deadlines Ability to demonstrate good IT skills, understanding what equipment and packages are routinely used in school and how to use and adapt these to support the child Ability to interact and respond positively to children, young people and adults. Ability to establish and maintain rapport with pupils. Ability to demonstrate verbal and non-verbal 	<ul style="list-style-type: none"> Ability to become an effective member of staff. Ability to work effectively with colleagues, outside agencies. Parents and other practitioners particularly in the parallel class Ability to take an active role in developing own professional skills and expertise in particular in learning to read and type in braille: a willingness to develop personal understanding of equipment that can support the child's learning and undertake practice to become proficient with the support of other professionals Ability to scaffold learning at appropriate times and recognising when to withdraw support to foster independence in life skills and academic learning: to promote creative problem solving
		<ul style="list-style-type: none"> Be familiar with and able to set in motion accident/emergency, safety, safeguarding and welfare procedures, according to school/setting policies and procedures Ability to touch type or willingness to learn to do so to in order to model and support the child in their use of this Demonstrate a positive, can-do attitude Knowledge and understanding of strategies relating to inclusive practice, praise, assistance, rewards and sanctions, to use when supporting pupils' learning. Knowledge and understanding of literacy and numeracy strategies and resources that present a high level of challenge Knowledge of the practical application of special educational needs strategies Knowledge and understanding of how to maintain the health, safety and well-being of pupils when outside the school setting: to listen and respond to the voice of the child and be proactive in identifying adaptations to suit the child Knowledge and interest in understanding IT that specifically supports a child with visual impairment Willingness to work flexibly over the agreed hours in order to support the child to access PE, lunch breaks, after school clubs and school trips: support

	<p>communication skills when dealing with children, colleagues, parents, carers, families and other practitioners.</p> <ul style="list-style-type: none"> • Value people equally, supporting an inclusive ethos. • Ability to listen and observe children/young people and share observational findings effectively: to contribute effectively to reviews and assessments • Ability to support the child in adjusting to new situations and settings, offering reassurance and responding to signs of distress 	<p>the pupil in maintaining social relationships</p> <ul style="list-style-type: none"> • Willingness to develop personal understanding of the child's specific condition so as to anticipate likely barriers and further develop rapport
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