

**PERSON SPECIFICATION**

**TEACHING ASSISTANT**

| **Essential upon appointment** | **Desirable on appointment**  (if not attained, development may be provided for successful candidate) |
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| **Knowledge** |  |
| * An awareness of child/young person’s development and learning needs * An understanding that children/young people have differing needs | * Good understanding of child development and learning processes * Knowledge of behaviour management techniques * Knowledge of Child Protection and Health & Safety policies and procedures * Knowledge of inclusive practice * Knowledge of SEMH * Knowledge of speech, language and communication needs |
| **Experience** |  |
| * Experience appropriate to working with children in a learning environment | * Experience of working with pupils with ASD and communication needs |
| **Qualifications** |  |
| **Occupational Skills**   * Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people and families * Good reading, writing and numeracy skills | * Basic ICT Skills * GCSE or equivalent in both English and maths * To work with, and support pupils, to GCSE standard |
| **Personal Qualities** |  |
| * Demonstrable interpersonal skills * Ability to work successfully in a team * Confidentiality * Flexibility |  |
| **Other Requirements** |  |
| * Enhanced DBS Clearance * To be committed to the school’s policies and ethos * To be committed to Continuing Professional Development * Motivation to work with children and young people * Ability to form and maintain appropriate relationships and personal boundaries with children and young people * Emotional resilience in working with challenging behaviours and attitudes * Ability to use authority and maintain discipline * An empathy for equality & diversity |  |