**SEND Senior Teaching Assistant**

**PERSON SPECIFICATION**

**E= Essential, D = Desirable**

|  | **E** | | **D** |
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| **Skills/Abilities** | | | |
| The ability to plan and implement effective actions for students at risk of underachieving (under the guidance of teaching/senior staff and within an agreed system of supervision). | **✔** | |  |
| Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. | **✔** | |  |
| Ability to relate well to both children and adults. | **✔** | |  |
| Ability to deliver guidance to other staff within your area of specialism. | **✔** | |  |
| Ability to work under pressure. | **✔** | |  |
| Effective use of ICT | **✔** | |  |
| Ability to self-evaluate learning needs and actively seek learning opportunities | **✔** | |  |
| Able to contribute to wider school initiatives |  | | **✔** |
| Have experience of delivering first aid to students or a willingness to undergo training |  | | **✔** |
| **Knowledge and Understanding** | | | |
| Awareness of the difficulties and barriers some students can face in education | **✔** | |  |
| An understanding of the barriers that students with Communication and Interaction difficulties, such as Autism, face on a day to day basis and strategies to overcome them. | **✔** | |  |
| Awareness of safeguarding and child protection practices | **✔** | |  |
| **Experience** | | | |
| Experience of working with young people | | **✔** |  |
| Experience of supporting young people with Autism | | **✔** |  |
| Experience of designing and facilitating interventions for young people with Autism to allow them to overcome difficulties and celebrate differences. | | **✔** |  |
| Good understanding of principles of child development and learning processes and in particular, barriers to learning. | | **✔** |  |
| Experience of line managing colleagues, including running appraisals. | |  | **✔** |
| Experience as a Teaching Assistant | | **✔** |  |
| **Qualifications** | | | |
| Relevant recognised Level 3 qualification | | **✔** |  |
| Good literacy and numeracy skills | | **✔** |  |
| Evidence of further education | |  | **✔** |
| Training in relevant learning strategies, e.g. literacy, dyslexia, Autism | | **✔** |  |
| **Attributes** | | | |
| Commitment to an ethos of high standards, personal fulfilment, academic success and to improving the life chances of young people | | **✔** |  |
| A proactive approach to dealing with issues | | **✔** |  |
| The ability to remain calm under pressure | | **✔** |  |
| Be flexible and adaptable | | **✔** |  |
| Have good communication and interpersonal skills | | **✔** |  |
| Ability to demonstrate, understand and apply our values | | **✔** |  |
| Be approachable and adopt a growth mindset. | | **✔** |  |