

### PERSON SPECIFICATION – Senior Teaching Assistant Level 3

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

<b>Qualifications &amp; Training</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> Hold Level 3 Teaching Assistant qualification, Nursery Nurse qualification or equivalent	<b>E</b>	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Up to date Safeguarding Training	<b>E</b>	
<input type="checkbox"/> CAMHS Training/Qualifications	<b>D</b>	
<input type="checkbox"/> ASD Training/Qualifications	<b>D</b>	
<input type="checkbox"/> A willingness to undertake any professional development which is relevant to the post	<b>E</b>	
<input type="checkbox"/> Training in de-escalation strategies e.g. Team Teach	<b>D</b>	
<input type="checkbox"/> First Aid Training and/or Pediatric First Aid	<b>D</b>	
<input type="checkbox"/> Moving and Assisting Training	<b>D</b>	
<input type="checkbox"/> Administration of medication	<b>D</b>	
<input type="checkbox"/> Evidence of relevant professional development	<b>E</b>	
<b>Knowledge &amp; Experience</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> Experience of working with primary aged pupils, and a proven record of outstanding practice	<b>E</b>	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Experience of working with pupils with Special Educational Needs and/or disabilities	<b>E</b>	
<input type="checkbox"/> Knowledge of SEND, in particular supporting pupils with Social, Emotional and Mental Health (SEMH) and/or Communication and Interaction needs.	<b>E</b>	
<input type="checkbox"/> A knowledge of the Early Years and Primary National Curriculum	<b>E</b>	
<input type="checkbox"/> An understanding of Safeguarding procedures.	<b>E</b>	
<input type="checkbox"/> A knowledge of Health and Safety.	<b>D</b>	
<input type="checkbox"/> Experience of working as part of a multi-professional team	<b>D</b>	
<input type="checkbox"/> Experience of leading on and implementing specific interventions	<b>D</b>	
<input type="checkbox"/> Experience of leading staff training/CPD	<b>D</b>	
<b>Skills &amp; Key Criteria</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> The ability to establish and maintain effective relationships with pupils, colleagues, parent/carers and other professionals to improve outcomes for pupils	<b>E</b>	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Demonstrate accuracy in Maths and written English to a sufficient level to support pupils	<b>E</b>	

<input type="checkbox"/> Excellent communication and inter-personal skills, including tact and diplomacy	<b>E</b>	
<input type="checkbox"/> Contribute to planning, delivery, recording and assessment of education and care	<b>E</b>	
<input type="checkbox"/> IT skills to support planning and preparation	<b>E</b>	
<input type="checkbox"/> Organisational skills with the ability to plan	<b>E</b>	
<input type="checkbox"/> Good verbal and written communication skills	<b>E</b>	
<input type="checkbox"/> Put into practice care, behaviour management, medical management and moving and assisting plans	<b>E</b>	
<input type="checkbox"/> Evidence of successfully working with children with SEN or complex learning and physical/medical needs	<b>E</b>	
<b>Personal Attributes</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> The ability to work both independently and as part of a team	<b>E</b>	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Conscientious and hard working	<b>E</b>	
<input type="checkbox"/> Good timekeeping	<b>E</b>	
<input type="checkbox"/> Personal commitment and flexibility	<b>E</b>	
<input type="checkbox"/> Demonstrate enthusiasm and sensitivity whilst working with others	<b>E</b>	
<input type="checkbox"/> Work creatively to meet the needs of pupils with a wide range of complex learning difficulties, disabilities, sensory, medical and physical needs and who may also display challenging behaviours	<b>E</b>	
<b>Equal Opportunities</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	<b>E</b>	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	<b>E</b>	
<b>Safeguarding</b>	<b>Essential/Desirable</b>	<b>How Identified</b>
<input type="checkbox"/> Commitment to the protection and safeguarding of children and young people	<b>E</b>	Application form/Interview/ Task (if applicable)
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	<b>E</b>	