

|  |  | **PERSON SPECIFICATION – TEACHING ASSISTANT SEN ADDITIONAL SUPPORT**  |  |
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|   |  | **Essential**  | **Desirable**  |  |
|   |  | Attributes  | Evidence  | Attributes  | Evidence  |
| Qualifications  |  * A minimum of NVQ Level 2 or equivalent
* A minimum of 2 years’ experience
* Experience of supporting children with special educational needs
 |  AF I AF   | * Professional development in special educational needs
* First aider
* Team Teach or equivalent or the capacity to attend this training as soon as possible
* A commitment to continuing professional development
* Specialist training in ASC
 |  AF AF/R  |
| Professional Attributes  | * To have high expectations of pupils and demonstrate a commitment to raising educational achievement;
* To promote mutual respect between all members of the school community, working closely with parents, staff, governors.
* To have a commitment to equality of opportunity, inclusion and celebrating diversity within the school;
* To foster the school’s Christian ethos.
 | II  AF/I AF  AF/I  | * Knowledge of different strategies to support children to regulate and support emotions.
* Ability to use own initiative to engage reluctant learners
 |  AF/I  I    |
| Personal Qualities  | * Flexible and able to respond to the changing needs of the school;
* Enthusiastic with a determination to succeed;
* Excellent interpersonal and communication skills;
* A good team player who is willing to support others and seek advice.
* Patience, calm, resilience, sense of humour
* An ability to remain positive when working under pressure.
 | R/I I/AF/R R/I  I/R R/I  | • Able to bring personal interests and expertise to the school. * Willingness to be involved in extracurricular activities.
 | I/AF    |
| Professional Knowledge and Understanding  | * Expertise in managing the behaviour of children with complex needs;
* High standards of literacy and numeracy
* Experience of supporting children with sensory needs
* Experience of supporting children with SEMH needs
* Understanding and committed to a Growth Mindset approach
* Understanding of safeguarding issues and procedures within the school context;
 | AF AF  AF/I AF/I   | * Knowledge of the Code of Practice for SEN in teaching and learning
* Understanding of conflict resolution strategies
 | I/AF  |

AF/Application Form I/Interview R/Reference