



M23 Employee Specification Form

Job title and school: Teaching Assistant – Rainbow Room SEND Provision, Cathcart Street Primary School

Department: Children and Young People’s Services **Post number:** SEND TA

Listed below are the personal attributes required to fulfil the duties in the job description. A = Application form; I = Interview. Qualifications will be verified before appointment.

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
Qualifications			
Good standard of general education, including English and mathematics, demonstrated through qualifications or equivalent skills.	A/I	Relevant teaching assistant, childcare or education qualification.	A
Willingness to undertake relevant training and develop practice in SEND, safeguarding and supporting children’s learning and wellbeing.	A/I	Relevant SEND training, including communication, sensory approaches, trauma-informed practice or emotional literacy.	A
		Current Team Teach training.	A
		Relevant first aid qualification.	A
Experience			
Experience working with children in EYFS and/or Key Stage 1.	A/I	Experience working in a specialist SEND provision or similar setting.	A/I
Experience supporting children with SEND, including children with Education, Health and Care Plans (EHCPs).	A/I	Experience supporting children with communication difficulties, sensory needs or difficulties with emotional regulation.	A/I
Experience providing individual or small-group support, adapting activities to children’s needs under teacher direction.	A/I	Experience delivering targeted interventions and sharing observations of children’s progress.	A/I
Experience building positive, trusting relationships with children and working constructively with colleagues.	A/I	Experience using visual supports, communication aids or structured routines.	A/I

Essential Personal Attributes	Stage Identified	Desirable Personal Attributes	Stage Identified
Knowledge and skills			
Understanding of child development, early learning and the value of purposeful play.	A/I	Knowledge of communication approaches such as Makaton, PECS or visual timetables.	A/I
Ability to support personalised learning and adapt resources and activities under teacher direction.	A/I	Understanding of sensory approaches and how to implement agreed strategies.	A/I
Understanding of how communication and sensory needs can affect learning, participation and behaviour.	A/I	Knowledge of nurture, trauma-informed practice or emotional literacy approaches.	A/I
Ability to support emotional regulation through calm communication, predictable routines and agreed strategies.	A/I	Understanding of EHCP outcomes and how daily support contributes to them.	A/I
Ability to promote children’s independence, confidence and participation, using appropriate levels of support.	A/I		
Understanding of safeguarding responsibilities, professional boundaries and confidentiality, including reporting concerns promptly.	A/I		
Ability to observe children, keep accurate records using ICT and communicate clearly to support planning and review.	A/I		
Special Requirements			
A warm, patient and nurturing approach, with a commitment to inclusion and high expectations for every child.	A/I	Willingness to contribute ideas and share effective approaches within the Rainbow team.	A/I
Ability to remain calm and respond thoughtfully when children are distressed or dysregulated.	I		
Flexibility and resilience, with the ability to work as part of a team, follow agreed plans and teacher direction, and reflect on practice.	A/I		
Commitment to safeguarding and to the school’s values of Be Ready, Be Kind, Be Safe.	A/I		