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| **Qualifications:** | Desirable | Essential |
| Completion of DfES Teacher Assistant Induction Programme | / |  |
| Willingness to take part in relevant TA training courses |  | / |
| Teaching Assistant Qualification or equivalent | / |  |
| Relevant Experience |  | / |

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| **Specialised Training** | Desirable | Essential |
| Training in the relevant strategies e.g. Team Teach, Safer People Handling, Basic Hygiene, Sign Language, Feeding Programmes, Literacy Strategies | / |  |
| Willingness to undertake any of the above training |  | / |

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| **Key Skills** |  |  |
| Understanding of the specific needs of students with SLD, PMLD and Autism. | / |  |
| Ability to relate well to children and adults |  | / |
| Good Numeracy and Literacy Skills |  | / |
| Effective use of ICT to support learning | / |  |
| Ability to self-evaluate learning needs and actively seek learning opportunities |  | / |
| Ability to maintain confidentiality and discretion at all times |  | / |
| Positive attitude to overcoming problems |  | / |
| Commitment to the highest possible standards for pupils with learning difficulties |  | / |
| Willingness to continually work to improve standards |  | / |
| Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these |  | / |

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| **Key Knowledge** |  |  |
| Understanding of safeguarding procedures |  | / |
| Basic understanding of relevant polices/codes of practice and awareness of relevant legislation | / |  |
| Basic understanding of national/foundation stage curriculum and other basic learning programmes/strategies | / |  |
| Basic understanding and commitment to high standards of hygiene and infection control |  | / |
| Basic understanding of child development and learning |  | / |
| Positive approach and understanding of issues related to disability and learning difficulties |  | / |