**Person Specification – Teaching Assistant**

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| **Qualifications** |  |
| GCSE Maths and English, minimum grade C, or equivalent | Essential |
| Relevant qualifications or experience with pupils with SEND | *Essential* |
| First aid qualification / training | Desirable |
| **Experience** |  |
| Relevant, recent experience in an 11-16 or 11 – 18 school in a similar position or a desire to develop a career in education | Essential |
| Evidence of experience of working with students with a variety of special educational needs, and having successful outcomes | *Desirable* |
| Evidence of CPD in a relevant area | *Desirable* |
| Experience of working successfully as part of a team | Essential |
| **Skills, Knowledge and Understanding** |  |
| An understanding / working knowledge of the SEND Code of Practice and statutory requirements | Desirable |
| An understanding of principles of child development and learning processes | Essential |
| Ability to improve own practice and knowledge through self-evaluation | Essential |
| Understanding of inclusion and equal opportunities and ohw these relate to opportunities for stakeholders | Essential |
| Knowledge and an awareness of developments in the National Curriculum and other statutory requirements at KS3 and KS4 | Essential |
| An understanding of planning and assessment for learning | Desirable |
| Ability to communicate effectively and appropriately with both staff and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records | Essential |
| An awareness of the range of strategies to address the differing needs which exist in the mixed ability classroom | Essential |
| An understanding of pedagogical approaches and the impact on progress and achievement | Essential |
| An basic command of data and how to use it effectively to narrow the gap | Desirable |
| A familiarity with IT and with its educational uses as well as an ability to use it effectively to fulfil data input requirements | Desirable |
| A commitment to raising achievement and experience of devising and implementing successful strategies in order to do this | Essential |
| An understanding of target setting and action plans | Desirable |
| **Personal Qualities** |  |
| Ability to relate well to people at all levels | Essential |
| Ability to inspire, challenge, influence and motivate others | Essential |
| An absolute commitment to the belief that every child deserves the very best education | Essential |
| A passion for the values of community education | Essential |
| An ability to maintain professional integrity even when under pressure | Essential |
| Flexibility and resilience | Essential |
| An ability and desire to work in a high challenge and low threat way to ensure improvement in all areas | Essential |
| High organisational skills including the ability to prioritise and manage time effectively | Essential |
| Capacity and enthusiasm for hard work and challenge | Essential |
| Able to work as part of a team whilst also being self-motivated | Essential |
| Emotional intelligence | Essential |
| Capacity to reflect on practice | Essential |
| An understanding of the strategies for ensuring inclusion, diversity and access | Essential |
| Reliability, honesty and trustworthiness, demonstrating the highest professional standards | Essential |
| Ability and confidence to communicate effectively both verbally and in writing | Essential |
| Ability to work in a solution focussed way | Essential |
| A commitment to on-going personal development and willingness to undertake appropriate training | Essential |
| Evidence of commitment to safeguarding and protecting the welfare of children | Essential |

**Appointment to the post is subject to a satisfactory enhanced DBS check.**

**This post is exempt form section 4(2) of the Rehabilitation of Offenders Act (1974) as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.**