

### Person Specification – Teaching Assistant, 1:1 SEN

This person specification is related to the requirements of the post as determined by the Job Description for the post. Short-listing and selection will be carried out in relation to your ability to demonstrate capacity against the Person Specification. The table indicates essential / desirable requirements and at which point in the selection process judgements will be made. You should refer to the Person Specification in completing the application for the post.

#### Professional Qualifications

Description	Essential / Desirable
A relevant, recognised qualification such as the NVQ Level 3 for Teaching Assistants, Level 3 Diploma in Child Care and Education (previously known as the NNEB Diploma in Nursery Nursing), the NVQ Level 3 Childcare in Education, the City and Guilds Advanced Certificate in Learning Support,. (A relevant professional qualification e.g. Teaching, Social Work or Nursing would be treated as equivalent for these purposes.) or the post holder should have HLTA status.	E
A minimum of 2 years recent, relevant experience, which demonstrates the postholder, has applied a wide range of strategies supporting children and successful experience of delivering education programmes over a longer period, e.g. 6 – 8 weeks, with minimum supervision only	E
To have experience of First Aid in schools.	E
Have an up-to-date First Aid certificate / qualification.	D

#### Knowledge, understanding and experience

Description	Essential / Desirable
The ability to relate well to both children and adults	E
The ability to plan and implementing effective actions for pupils at risk of underachieving (under the guidance of teaching/senior staff and within an agreed system of supervision)	E
Understanding of principles of child development and learning processes and in particular, barriers to learning	E

Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, speech and language support, sign language (Makaton), dyslexia, ICT, maths, English, CACHE (Council for Awards in Children's Care and Education) etc.	<b>E</b>
To work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	<b>E</b>
Experience of working with children with SEND (Special Educational Needs or Disability)	D
Experience of liaising with a range of professionals, both within school (i.e. SENCo) and external (i.e. other settings, speech & language therapist, educational psychologist, behaviour support) to support the learning of a child with SEND.	D
An understanding of the specific needs of a child with Prader-Willi Syndrome (PWS)	D
Ability to effectively use ICT to support learning and use of other equipment technology ie computer, video, photocopier	D
Ability to self-evaluate learning needs and actively seek learning opportunities	D
Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies/codes of practice	D

### **Personal Qualities**

Creative, enthusiastic and proactive, and keen to embrace new ideas and challenges	
Approachable, caring and empathetic	
Works well as part of a team, forming good relationships with pupils, staff, parents, governors and external agencies	
Flexible, listens and is prepared to seek advice and support	
Has a strong commitment to pastoral support of all children	
Has a strong commitment to social, moral and cultural development for all members of the	

school community – including promoting and supporting school values.	
Is focused on identifying and sharing best practice	
Commitment to your own continuing professional development	

### **Job Description**

Reports Head Teacher and deputies

### **Roles and Responsibilities**

#### **Support for the Pupil**

1. Attend to the pupil's personal needs, and implement related personal programmes, including social, health, physical, hygiene, medication, first aid and welfare matters, as appropriate.
2. Supervise and support the pupil ensuring their safety and access to learning.
3. Use specialist (curricular/learning) skills/training/experience to support the pupil.
4. Assist with the development and implementation of Individual Education/Behaviour Plans and personal care programmes.
5. Establish constructive working relationships with the pupil, acting as a role model and setting high expectations.
6. Promote the inclusion and acceptance of the pupil.
7. Support the pupil consistently whilst recognising and responding to their individual needs.
8. Encourage the pupil to interact and work co-operatively with others and engage the pupil in activities.
9. Set challenging and demanding expectations and promote self-esteem and independence.
10. Employ strategies to recognise and reward achievement of self-reliance.
11. Provide feedback to the pupil in relation to progress and achievement.

### **Support for Teacher**

12. Work with the class teacher to establish an appropriate learning environment.
13. Work with the class teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
14. Monitor and evaluate the pupil's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
15. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
16. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
17. Undertake marking of the pupil's work and accurately record achievement/progress.
18. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage the pupil to take responsibility for their own behaviour.
19. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
20. Administer and assess routine tests and invigilate exams/tests.
21. Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

### **Support for the Curriculum**

- 22. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- 23. Implement local and national learning strategies e.g. literacy, numeracy, KS2, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills and feeding back to the teacher, as appropriate.
- 24. Support the use of ICT in learning activities and develop the pupil's competence and independence in its use.
- 25. Help the pupil to access learning activities through specialist support.
- 26. Determine the need for, prepare and maintain general and specialist equipment and resources.

### **Support for the School**

- 27. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 28. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 29. Contribute to the overall ethos/work/aims of the school.
- 30. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of the pupil.

31. Attend and participate in regular meetings, as required.
32. Participate in training and other learning activities and performance development, as required.
33. Recognise own strengths and areas of expertise and use these to advise and support others.
34. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
35. Undertake planned supervision of the pupil out of normal lesson times, including lunchtimes, as appropriate.
36. Supervise the pupil on visits, trips and out of school activities, as appropriate.
37. Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
38. To undertake other relevant duties allocated at the discretion of the classroom teacher, Headteacher or other designated supervisor.