**Personal Specification – TP**

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|  | **Essential** | **Desirable** | **Evidence** |
| **Qualifications & Training** | * 5 GCSEs A\*-C including English and mathematics. * NVQ Level 3 Supporting Teaching and Learning in Schools | * Additional SEN qualifications relating to ASC. * Mental health first aid training. | * Certification. |
| **Experience** | * Classroom experience of working with children and young people with SEND including ASC | * Significant time spent in class or other settings working with students with ASC and/or SEMH who presented with challenging behaviour. | * Application form/letter. |
| **Skills & Knowledge** | * Knowledge of difficulties experienced by children with ASC. * Ability to manage challenging behaviour. * Knowledge and understanding of a broad and balanced curriculum. * Ability to work to the teacher’s instructions. * Ability to liaise with parents and families of children and students * Ability to support students up to GCSE level. | * Able to work as part of a team * Confidence to suggest to teachers things that might work for particular students | * Assessment at interview. |
| **Personal Qualities** | * Strong organisational skills. * Resilience * Excellent communication and interpersonal skills. * Excellent time management skills. * Calm in manner, approachable and flexible. * Commitment to equal opportunities and inclusion. * Willingness to learn and self-develop. * Patience and the ability to remain calm in challenging situations. * Empathetic. * Able to deal with sensitive information in a confidential manner. | * Flexibility – some out of hours/unsociable hours may be requested on the rare occasion. | * Informal interview with staff and pupils, including those with SEN/ASC. |