**Personal Specification – TP**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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.
 |