



Person Specification – SEND Primary Teaching Assistant GR3

	Essential	Desirable
Qualifications /Training	<p>Level 3 NVQ Teaching Assistant qualification is essential</p> <p>Willing to undertake job related training</p>	
Relevant Experience	<p>Experience working with primary setting children is essential</p> <p>Have experience and a genuine desire to become part of a committed team and a role model to pupils</p> <p>Theory and practice of effective teaching and learning in Primary</p> <p>Implemented strategies to maximise progress and achievement for all children</p>	<p>Experience of working within an enhanced provision, resource base, hub or specialist provision</p> <p>Be familiar with the EYFS curriculum and engagement model</p> <p>Have experience of working with children with significant speech, language and social communication needs</p> <p>Have a working knowledge of assistive technologies and know when to engage children with them</p> <p>Have experience of using augmentative and alternative communication such as Makaton</p>
Knowledge and understanding	<p>Strategies to maximise progress and achievement for all children</p> <p>Knowledge of phonics</p> <p>Knowledge and experience of SEND and safeguarding procedures</p> <p>Ability to create a rich and safe learning environment for all students by establishing high expectations, promoting purposeful learning and creating plans based on the Foundation Stage or National Curriculum, schemes of work, and information from the assessment of pupils learning needs.</p>	<p>Knows range factors that can adversely affect a pupils social, emotional and personal development</p>
Skills and aptitudes	<p>Excellent organisational, communication, reading and writing skills</p> <p>The ability to challenge and engage pupils in their learning through creative opportunities with high levels of expectations for all learners</p>	<p>To have a flexible and holistic approach to meeting the needs of learners with significant and complex special needs</p> <p>To be responsive to the exploration stages of a learners</p>

	<p>Punctual and reliable</p> <p>Participate in training and other learning activities and performance development as required</p> <p>Ability to assess the needs of individual pupils and accurately record and report their progress</p> <p>Ability to manage groups of children and cope with challenging behaviour.</p> <p>Good oral and written communication skills are essential</p> <p>Ability to understand and follow policies and procedures</p> <p>Enjoys working as part of a team</p>	<p>development providing appropriate stimuli or activity</p>
<p>Special Requirements</p>	<p>An awareness of and compliance with: policies and procedures in relation to Safeguarding, Health and safety, Confidentiality and Data Protection</p> <p>Contributing to school life and building effective relationships with all members of the school community</p> <p>Undertaking professional development relevant to the post</p> <p>Developing professional skills and knowledge through induction and continuing professional development; undertaking further qualifications if necessary</p> <p>Enhanced DBS clearance</p> <p>Compliance with all School policies</p> <p>Safeguarding and promoting the welfare and success of all students and young people.</p> <p>The implementation of equal opportunities practice</p> <p>Promoting the stated aims and policies</p>	