**Bents Green School**

**PERSON SPECIFICATION**

**TEACHING ASSISTANT LEVEL 3 SPECIAL**

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| **REQUIREMENTS** | **Method of Assessment** | | |
| **EXPERIENCE** | | | |
| Experience of working in a school setting | AF/I | | |
| Experience of working as a L2 Teaching Assistant or equivalent | AF/I | | |
| Experiences of working with students with special/additional education needs | AF/I | | |
| Understanding of special educational needs and associated social, emotional and behavioural impact | AF/I | | |
| Experiences of working with a curriculum that is age appropriate to the needs of our students. | AF/I | | |
| Experience of different approaches and methods to support learning for students with complex needs, such as Intensive Interaction, Attention Autism, Nurture Practice, and Sensory Strategies | AF/I | | |
| Ability to provide clear expression both verbally and in writing | AF/I | | |
| Ability to demonstrate good literacy and numeracy skills | AF/I | | |
| Ability to demonstrate sensitivity to the student needs | AF/I | | |
| **QUALIFICATIONS** | | | |
| NVQ Level 3 qualification or evidence of the equivalent level of knowledge gained through work experience demonstrating excellent literacy and numeracy skills | AF/I | | |
| **KNOWLEDGE AND UNDERSTANDING** |  |  |  |
| Understanding of students’ needs and the curriculum in order to support them effectively by personalised and differentiated learning. | AF/I | | |
| Understanding of principles of child development and learning processes | AF/I | | |
| Knowledge of issues and needs that affect behaviour and strategies to support. | AF/I | | |
| Understanding principles of de-escalation techniques and managing difficult situations safely and calmly. | AF/I | | |
| Knowledge of the range of ways that students learn and how to motivate their learning. | AF/I | | |
| Understand Trauma Informed Practice, and be able to demonstrate empathic listening skills | AF/I | | |
| Full understanding of the range of multi-agency support required and available to students | AF/I | | |
| Full working knowledge of relevant safeguarding, equality and health and safety policies, codes of practice and legislation | AF/I | | |
| **SKILLS/APTITUDES** | | | |
| Ability to relate well to children and adults and to build positive relationships | AF/I | | |
| Ability to use a range of strategies to support positive behaviour and self-regulation | AF/I | | |
| Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these. | AF/I | | |
| Ability to deliver pre-planned programmes of work to children using personalised strategies to support reluctant learners to engage and achieve learning goals/objectives. | AF/I | | |
| Ability to plan and deliver small group learning experiences/interventions for students | AF/I | | |
| Ability to deputise for the teacher during periods of unplanned absence. | AF/I | | |
| Ability to respond calmly and use initiative, responding effectively to unexpected or unplanned situations or reactions throughout the school day. | AF/I | | |
| Have sound speaking and listening skills and ability to adapt communication style to meet the communication needs of individual students | AF/I | | |
| Effective use of IT to support learning. | AF/I | | |
| Willingness to supervise and support the personal care needs of students | AF/I | | |
| Efficiency with the administration and maintenance of student records. | AF/I | | |
| Have sufficient practical and organisational skills to contribute to the preparation and management of educational resources | AF/I | | |
| Flexible and able to adapt to change. Ability to support colleagues as and when required | AF/I | | |
| A pleasant disposition and ability to stay calm under pressure. | AF/I | | |
| Demonstrate a positive team approach to work. | AF/I | | |
| To have a willingness to participate in the whole school approach to mentoring students and play an active role as directed by line manager | AF/I | | |
| Demonstrate an ability to self-evaluate their learning needs and actively seek professional development opportunities. | AF/I | | |
| **EQUAL OPPORTUNITIES AND SAFEGUARDING** |  |  |  |
| An understanding of safeguarding issues and promoting the welfare of children and young people | AF/I | | |
| A commitment to safeguarding students | AF/I | | |
| Suitability to work with children | AF/I | | |
| A commitment to equal opportunities | AF/I | | |
| Ability to recognise discrimination and willingness to put Equalities Policies into practice | AF/I | | |