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| **JOB TITLE:** | SEND TEACHING ASSISTANT | | | |
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| **Qualities** | | **Essential** | **Desirable** | **Evidence** |
| **Qualifications and Experience** | | | | |
| **Education and Training** | |  | | |
| English and Maths GCSE A-C or equivalent | | X |  | A |
| Teaching Assistant NVQ Level 2 or equivalent in child care | | X |  | A |
| Specialist skills/training in administering medicines, complex ASD, diabetes, peg feeding, sign language. | |  | X | A |
| Be willing to undertake additional training | | X |  | A/I |
| First Aid certificate | |  | X | A |
| **Experience** | |  | | |
| Previous experience of working an educational environment | | X |  | A |
| Previous experience of working with pupils with SEND | | X |  | A/I |
| Previous experience supporting pupils with complex ASD, diabetes, and administering medicines | |  | X | A/I |
| Previous experience with working on a one-to-one basis with pupils | |  | X | A/I |
| Previous experience of working in EYFS and/or Key Stage 1 | |  | X | A/I |
| **Skills and Knowledge** | |  | | |
| Good ICT skills | | X |  | A/I |
| Excellent communication skills, both written and spoken | | X |  | A/I |
| Ability to support bilingual/multilingual pupils/parents if required. | |  | X | A/I |
| Ability to form and maintain appropriate professional relationships with children, teachers, support staff, parents/carers, governors, external professionals and agencies. | | X |  | A/I |
| Ability to work unsupervised and to use initiative where required | | X |  | A/I |
| Good understanding the needs of EAL pupils | |  | X | A/I |
| A commitment to careful planning, delivery and recording of assessments | | X |  | A/I |
| Ability to prepare and use resources including SEN effectively to support learning. | | X |  | A/I |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people | | X |  | A/I |
| **Personal qualities** | |  | | |
| Friendly, professional, smart and flexible. | | X |  | A/I |
| A commitment to improving the academic standards of all children. | | X |  | A/I |
| Commitment to equalities issues and to social inclusion. | | X |  | A/I |
| Ability to work independently (with appropriate supervision) and as part of a team. | | X |  | A/I |
| Ability to work effectively with TA’s / Teachers /other adults and children within the school and external agencies | | X |  | A/I |
| **Other** | |  | | |
| Being available for attending whole school events such as sports days, parent evenings and performances as required. | | X |  | I |
| Ability to encourage participation in structured and unstructured learning activities, including play (timetabled and during break times) | | X |  | I |
| Being responsible for the safeguarding, health, safety and welfare of self, staff, visitors and children under your care and supervision. | | X |  | A/I |
| **Good work record**  Satisfactory references  DBS clearance | | X |  |  |