

William Gilbert Endowed C of E Primary School and Nursery
SEND Teaching Assistant Job Description
Person Specification

	Essential	Desirable	Evidence
Qualifications and experience	<ul style="list-style-type: none"> • Good standard of English and Maths • NVQ Level essential – minimum level 3 • Have a good knowledge and understanding of the Early Years Statutory framework • Have a good knowledge and understanding of the National Curriculum • Training in relevant learning strategies e.g. phonics • Working in a primary setting 	<ul style="list-style-type: none"> • Previous experience working or volunteering in a school or childcare setting. • GCSE Maths and English (or equivalent) • Physical intervention strategies • Safeguarding/child protection training • SEND training (any) • Having experience of working with SEND children showing an understanding of IEP's and/or EHCP's and their use. • Evidence of specialism in specific curriculum areas or areas of particular learning difficulty 	A, I, D
Organisation	<ul style="list-style-type: none"> • Be able to take responsibility for planning own work when required • Be able to transfer theory/training into practice and demonstrate skills of problem solving drawing on relevant experience. • Ability to record and pass on information accurately. • Able to support with school record-keeping and document development. • Be able to lead and support learning in a group situation and one to one • Be able to work effectively in a team • To be able to tailor learning to specific needs • Good organisational and time management skills. 	<ul style="list-style-type: none"> • Ability to cope with many roles/responsibilities. • Be able to present information effectively, verbally and in writing to others • To have knowledge of supportive intervention programmes. 	A, I, R
Special skills and interests	<ul style="list-style-type: none"> • Ability to encourage and enable others to develop their full potential. 	<ul style="list-style-type: none"> • Creative interests. • Any extra interests related to childcare. 	A, I
Knowledge of	<ul style="list-style-type: none"> • Child development & Pedagogy • Positive behaviour strategies • Emotional regulation and emotional literacy • Social and Emotional Health • Health & Safety whilst working with young children • Child protection and Safeguarding • Ability to help devise, implement and evaluate programmes of support. 		

	<ul style="list-style-type: none"> • Ability to plan, facilitate, assess, evaluate and record learning opportunities/progress. 		
Disposition and attitudes	<ul style="list-style-type: none"> • Ability to build relationships and to work as part of a team. • A friendly, helpful, caring and flexible approach. • Open-mindedness, patience and compassion. • A commitment to equal opportunities. • Ability to maintain confidentiality in all school matters. • Ability to both take direction and to use own initiative. • A calm and positive approach when faced with difficult situations • Have ability to acquire new skills • Be able to relate well to both children and adults • Behaviour management strategies • Have good communication and interpersonal skills particularly when working with colleagues, parents, volunteers and students • Have empathy with pupils, especially those facing challenging circumstances • Have good listening skills • Excellent interpersonal skills both in working relationship with young people and in forming effective professional relationships with a wide range of contacts. 	<ul style="list-style-type: none"> • High levels of self-confidence. • Ability to relate well to other professionals. 	I, R
Physical attributes and other circumstances	<ul style="list-style-type: none"> • Support the Christian ethos of the school • Have the confidence to review own performance • Be flexible and adaptable • Be committed to undertaking appropriate training • Be trustworthy and discreet, maintaining confidentiality • Be able to establish clear boundaries • Be able to work sensitively with colleagues and a range of professionals, parents and pupils • Ability to reflect upon and engage in professional development in order to improve own knowledge, skills and understanding. • A commitment to helping young pupils achieve, through education and learning 	<ul style="list-style-type: none"> • Flexible approach. 	I, R

	<ul style="list-style-type: none">• Ability to physically fulfil the responsibilities of the post.• Willingness and ability to attend appropriate meetings and training.• Excellent punctuality.		
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Evidence

A = Assessed at application

I = Assessed at interview

R = Assessed through references

D = Assessed through supporting documents at interview