



Person Specification for Teaching Assistant (Linked to EHCP Funding)

Category	Minimum Essential Requirements	Method of Assessment
Experience	<ul style="list-style-type: none"> • Successful experience of working with students with behavioural, emotional and social difficulties • Successful experience of working in partnership with parents • Knowledge and/or experience of working in partnership with outside agencies • Ability to demonstrate knowledge and experience of a range of additional educational needs • Proven commitment to raising the attainment and self-esteem of vulnerable students 	Application Form/Interview
Qualifications or Training:	<ul style="list-style-type: none"> • Demonstrable levels of Numeracy and literacy equivalent to GCSE (A-C) • Hold NVQ Level 2 or other equivalent recognised qualification • Willingness to undertake additional training and staff development • Valid Team Teach training certificate (or a willingness to undertake this training) 	Application Form/ Certificates/Interview
Practical Skills	<ul style="list-style-type: none"> • Ability to support the delivery of outstanding teaching and learning opportunities to learners who attend the school. • Knowledge and understanding of effective behaviour management techniques. • Understanding the importance of lesson plans. IEPs and learning objectives • Ability to work with children who have challenging behaviours • Good organisational skills • Ability to organise the classroom activities eg. set out resources and implement strategies for teaching and learning • Strong interpersonal skills and ability to communicate effectively both orally and in writing • Ability to relate well to children and adults • Ability to work constructively as a team, understanding classroom roles and responsibility and your own position within these • Philosophy focused on achieving the very best outcomes for vulnerable learners. • Commitment to inclusive practice 	Application Form/Interview

	<ul style="list-style-type: none">• An understanding of the barriers to achievement including social, emotional and behavioural difficulties and disengagement.• Have high expectations of self, pupils and staff and a commitment to raising standards of achievement and attainment• Ability to deal with highly sensitive information in a confidential manner• Capacity to work flexibly and adapt to the changing needs of the school.• Ability to form and maintain appropriate relationships and boundaries with learners• To have a working awareness of current safeguarding procedures.	
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