

Person Specification – SEND Primary Higher Level Teaching Assistant

	Essential	Desirable
Qualifications /Training	GCSEs including maths and English at grade 4 or above or equivalent Hold a higher level Teaching Assistant qualification or equivalent Willingness to undertake job related training and continually professionally develop	Other relevant qualifications, e.g. Foundation Degree in Education, National Vocational Qualifications in Supporting Teaching and Learning Relevant qualification in education, social work or similar profession
Relevant Experience	Experience working with primary aged children Experience of planning and implementing strategies to support our higher needs SEND children Experience of providing cover for class teachers Have experience and a genuine desire to become part of a committed team and a role model to learners Theory and practice of effective teaching and learning in Primary	Experience of working within an enhanced provision, resource base, hub or specialist provision Be familiar with the EYFS curriculum and engagement model Have experience of working with children with significant speech, language and social communication needs Have a working knowledge of assistive technologies and know when to engage children with them Have experience of using augmentative and alternative communication such as Makaton
Knowledge and understanding	Knowledge of strategies to maximise progress and achievement for all children Knowledge of phonics Knowledge and experience of SEND and safeguarding procedures Ability to create a rich and safe learning environment for all learners by establishing high expectations, promoting purposeful learning and creating plans based on the Foundation Stage or National Curriculum,	Knowledge of factors that can adversely affect a pupils social, emotional and personal development

	schemes of work, and information from the assessment of pupils learning needs.	
Skills and aptitudes	Excellent organisational, communication, reading and writing skills The ability to challenge and engage learners in their learning through creative opportunities with high levels of expectations for all learners Proven punctuality and time management skills Ability to assess the needs of individual pupils and accurately record and report their progress Ability to manage groups of children and cope with challenging behaviour. Good oral and written communication skills Ability to understand and follow policies and procedures Ability to build good relationships with colleagues, learners and parents/carers Good team working skills Ability to work flexibly as and when required Good ICT skills	To have a flexible and holistic approach to meeting the needs of learners with significant and complex special needs To be responsive to the exploration stages of a learners development providing appropriate stimuli or activity
Special Requirements	Enhanced DBS clearance Compliance with all Academy and Trust policies Committed to safeguarding and promoting the welfare and success of all learners The implementation of equal opportunities practice.	