

Teaching Assistant Level 2
32.5 Hours per week
(Part-time/Job Share applications welcome)
Term time +5 days (39 weeks)
Grade 3

PERSON SPECIFICATION

Physical	<ul style="list-style-type: none"> A good attendance record. Candidates should have less than 4 absences in the last 6 months or not more than 10 days absence over the last 12 months prior to the closing date of the post. <p>Any absences relating to a disability or any other incapacity will be viewed sympathetically and will be considered if fully explained. Due regard will be made to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010. (This information will be obtained from successful candidate after conditional offer of employment has been made).</p>
Qualifications	<ul style="list-style-type: none"> GCSE English and Maths at Grade C or above or equivalent.
Experience	<ul style="list-style-type: none"> To have successfully supported young people individually or in small groups. Have good communication and expressive skills. Have good ICT skills. <p>Desirable:</p> <ul style="list-style-type: none"> Experience of working in a school setting. Experience of maintaining SEN records. Experience delivering interventions. Experience and knowledge of working with and contributing to the assess, plan, do review process for EHCP and SEN Support plans.
Training	<ul style="list-style-type: none"> Willing to attend any relevant training opportunities. Attendance to any recent training related to SEND or Safeguarding would be desirable
Special Knowledge	<ul style="list-style-type: none"> Elements of the Secondary curriculum How to support children in literacy and numeracy; How children learn and how to motivate them; The roles played by various adults in a child's education. <p>Desirable:</p> <ul style="list-style-type: none"> Knowledge of attachment and trauma Elements of the Secondary curriculum Supporting children within all four areas of need
Skills	<ul style="list-style-type: none"> Help professional staff to achieve their objectives; Model acceptable behaviour; Supervise and manage children, encourage good social skills and adhere to defined standards; Liaise and communicate effectively with others; Demonstrate good organisational skills; Work with an individual or a group; Reinforce teaching points during teacher input; Clear up misunderstandings and sort out misconceptions; Teach new concepts as agreed with the class teacher; Implement strategies for developing writing, reading, and number skills; Extend children's thinking skills; Discuss with children their understanding of learning objectives; Suggest ways of developing their learning; Take an active involvement in planning;

Disposition	Calmness, Confidentiality, Empathy, Enthusiasm, Dedication, Flexibility, Initiative, Reliability, Ability to work in team and Ability to build good relationships with students and colleagues
Legal requirements	<ul style="list-style-type: none">• Enhanced DBS Check for Regulated Activity