



Assistant Teacher - Person Specification

<u>Key skills</u>	<u>Essential</u>	<u>Desirable</u>
Qualifications and training	A minimum of 5 GCSEs – including English and Maths at Grade B or above – or equivalent	Level 3 qualification in Supporting Teaching and Learning, CACHE/NVQ or equivalent. Recent training in specific programmes used by the school (Little Wandle, Mastering Number) Accredited training in supporting SEMH (e.g. attachment-aware practice, therapeutic approaches), or Makaton/basic signing.
Experience	Recent experience supporting primary-aged pupils, including at least some experience working 1:1 or in small groups with pupils with SEND, SEMH or complex needs. Experience contributing to or following individual plans (IEPs/EHCP targets, behaviour plans, care plans). Experience of working under direction of a teacher and with other professionals (SENCo, SALT, EP, therapists).	Experience of supporting pupils with sensory needs, ASD, or speech, language and communication needs. Experience of contributing to EHCP processes and multi-agency meetings. Experience delivering or supporting phonics and early reading interventions.
Safeguarding	Enhanced DBS clearance (appointment subject to satisfactory checks)	
Knowledge, skills and practice	Strong behaviour management skills, including de-escalation strategies and positive, restorative approaches. Ability to deliver structured interventions (or willingness to be trained) and to keep accurate intervention records and progress data. Good communication skills with pupils, staff and parents; able to give clear, concise feedback to teachers and the SENCo. Basic ICT skills for record-keeping and using digital learning resources. Ability to adapt resources and scaffold learning so pupils can access the core curriculum. Calm, patient manner and resilience when working with pupils with challenging behaviour or complex needs.	



Professional behaviour and values	Commitment to safeguarding and promoting pupil welfare; understands boundaries and confidentiality. Collaborative team-worker who follows direction but can exercise judgement within agreed plans. High expectations for pupil progress and inclusion; proactive about promoting independence. Reliable, punctual and flexible (willingness to work across year groups and to cover duties such as supervision at lunch/breaks).	
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