

Person Specification – SEND Primary Higher Level Teaching Assistant

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

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