



PERSON SPECIFICATION

SEN Teaching Assistant

- NVQ Level 2 or equivalent qualification in English and mathematics.
- Experience of working with students with SEMH needs.
- Relevant Level 3 qualification is desirable but not essential.
- Level 3 Teaching Assistant qualification is desirable.

Teaching and learning

- Good questioning skills to support student understanding, participation and engagement in learning.
- Good observation and assessment skills to recognise student progress, development and barriers to learning.
- Understanding of open-ended questioning techniques and investigative learning approaches that support student understanding and participation.
- Understanding of the role of a teaching assistant in supporting students with learning activities within agreed parameters to enable access to the curriculum.
- Ability to use appropriate prompts, modelling, scaffolding and questioning to support understanding and participation in learning.
- Ability to support literacy, numeracy and communication development to enable students to engage with learning.
- Ability to encourage independence, confidence and participation so that students can make progress in line with their individual needs and targets.
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Communication

- Excellent communication and interpersonal skills to interact effectively with students and colleagues.
- Ability to listen carefully and respond sensitively to the needs of students
- Ability to build positive relationships with young people to support engagement, wellbeing and learning.
- Ability to communicate calmly and respectfully when students are experiencing emotional distress or dysregulation.

Organisation and planning

- Ability to organise own work effectively within a classroom or learning environment.
- Ability to follow guidance and direction from teaching colleagues while contributing positively to a structured and supportive learning environment.

Behaviour management

- Understanding of positive behaviour management approaches that support student engagement and a productive learning environment.
- Ability to remain calm and supportive when responding to challenging behaviour so that students can regulate and return to learning.
- Awareness of strategies that support emotional regulation, resilience and student wellbeing.
- Ability to recognise early signs of dysregulation and respond appropriately using agreed support strategies.
- Understanding of CPI-informed and de-escalation approaches used to support students experiencing emotional distress or behavioural escalation and maintain a safe learning environment.
- Understanding of restorative approaches that support reflection following incidents.
- Ability to apply agreed behaviour support strategies consistently within a Secondary SEMH setting to support safe and positive engagement in learning.



PERSON SPECIFICATION

- Caring and positive attitude towards students, demonstrating sensitivity to individual needs.
- Commitment to supporting students to achieve improved outcomes.
- Awareness of the needs of students with special educational needs and the barriers these may create to participation and learning.
- Understanding of strategies and interventions used to support students with SEND and SEMH needs so that they can participate fully in learning.
- Ability to support students in developing confidence, resilience, independence, self-regulation and coping strategies.
- Commitment to an inclusive environment in which students feel safe, respected and supported.

- Ability to work effectively as part of a team while also working independently when required.
- Ability to maintain confidentiality at all times.
- Calm and adaptable approach when working under pressure.
- Strong sense of responsibility and reliability in supporting students and colleagues.
- Flexible approach to working and commitment to ongoing professional development through self-evaluation and learning from others.
- Ability to use initiative appropriately within the scope of the role.
- Ability to build positive, trusting and consistent relationships with students to support their engagement, wellbeing and personal development.
- Commitment to professional conduct and collaborative working with colleagues to support a positive, inclusive and respectful learning environment.



PERSON SPECIFICATION

- All staff and volunteers are expected to be committed to safeguarding, equality and promoting the welfare of children and young people.
- To ensure awareness of local safeguarding policies and procedures and to report any concerns or information received as required.
- Suitability to work with children.
- Willingness to participate in behaviour management, de-escalation and CPI training as required by the school.
- Ability to work within agreed school procedures and training in relation to physical intervention where this is required as a last resort to maintain safety.

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