



Person Specification: Higher Level Teaching Assistant Maple Tree SEMH Provision

Required ASAP

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Position: Higher Level Teaching Assistant

Qualifications

- The Higher-Level Teaching Assistant Diploma or equivalent Level 4 qualification or demonstrate equivalent skill level.
- GCSE pass above C (or 4 in the new GCSE system) in English and Maths.

Experience

- Experience of working with children in an educational setting
- Experience of leading groups or classes of children
- Experience of supporting pupils individually or groups.
- Working with and understanding children with severe and complex Special Educational Needs in Early years, Key Stage 1 and/or Key Stage 2, specifically pupils with social, emotional and mental health needs.
- Planning, monitoring, adapting and recording activities and progress.
- Managing staff and pupils in the absence of the Teacher.
- Covering the lesson/s in the absence of the Teacher.
- Working within a multi-agency framework and of partnership working with parents.
- Experience of working in collaboration with external professionals, implementing advice and recommendations
- Experience of record keeping
- Experience of supporting the planning of the primary curriculum
- Experience of delivering appropriate and identified interventions that support the progress and development of social, emotional, mental health needs
- Experience of maintaining SEN records and working within relevant assessment frameworks to track the progress and attainment of pupils
- Full working knowledge of policies relating to health and safety, behaviour
- Management, information governance, equal opportunities, safeguarding.

Personal Qualities and Attributes

- Relevant knowledge and experience of pupils with social, emotional and mental health needs.
- Understanding of the Safeguarding principles and Child Protection procedures.

- Experience of managing a range of approaches to behaviour, including managing behaviours that align with complex social, emotional and mental health needs. .
 - Experience of working within a multi-cultural, inclusive setting.
 - Excellent organisational skills
 - Excellent communication skills and interpersonal skills.
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- Supports the philosophy of inclusion.
 - Embraces working within a multi-agency framework, including partnership with parents.
 - Is respectful of pupils, parents and fellow colleagues.
 - Willing to continue own professional development.
 - An ability to provide a caring, cooperative atmosphere for children and to create a challenging, disciplined and effective learning environment that consistently upholds high expectations.
 - An understanding of the need for confidentiality.

Knowledge and Understanding

- Understanding of the Primary Curriculum.
- Understanding of supporting children with Special Educational Needs, specifically social, emotional and mental health needs
- Basic knowledge of ICT to effectively support the pupils (or willingness to train)
- Understanding of the context around safeguarding and behaviour in a school setting.

Safeguarding and child protection

- Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.
- The school will perform all required pre-employment checks on successful candidates, including with the Disclosure and Barring Service (DBS) and, where appropriate, a check of the Barred List maintained by the DBS. Any offer of employment will be conditional on obtaining satisfactory results for all checks.
- It is an offence to apply for the role if they are barred from engaging in regulated activity relevant to children.