



Inclusion TA Person Specification



	Essential	Desirable
Skills	<p>Excellent verbal and written communication skills, with the ability to communicate effectively with pupils, staff, parents and professionals</p> <p>Strong organisational skills, including the ability to maintain accurate records, provision maps and documentation</p> <p>Ability to build positive, professional relationships with pupils to promote confidence, engagement and independence</p> <p>Ability to work effectively as part of a team and contribute to a consistent whole-school approach to inclusion</p> <p>Ability to deliver targeted interventions to individuals and small groups</p>	<p>Strong ICT skills, including use of systems to track pupil progress and provision</p> <p>Ability to produce structured intervention resources and support materials</p>
Knowledge	<p>Understanding of SEND, including the SEND Code of Practice</p> <p>Knowledge of strategies to support pupils with:</p> <p>Special Educational Needs and Disabilities (SEND)</p> <p>Social, Emotional and Mental Health (SEMH) needs</p> <p>Behavioural needs</p>	<p>Knowledge of intervention programmes and assessment approaches</p> <p>Understanding of provision mapping and individual education planning (IEPs)</p> <p>Awareness of multi-agency working and external support services</p>
Experience	<p>Experience of supporting children with SEND</p> <p>Experience of working as part of a team</p> <p>Experience of promoting positive behaviour and inclusion</p> <p>Experience of delivering targeted interventions</p>	<p>Experience of maintaining records, reports or provision documentation</p> <p>Experience of working with external agencies or contributing to review meetings</p>
Qualification	<p>GCSE (or equivalent) in English and Maths (grade A–C / 4 or above)</p> <p>Level 3 Teaching Assistant qualification (or equivalent)</p>	<p>Additional training or qualifications in SEND, behaviour or SEMH</p> <p>Paediatric First Aid or willingness to undertake</p>
Other	<p>Commitment to safeguarding and promoting the welfare of children</p> <p>Calm, patient and resilient approach when working with pupils with additional needs</p> <p>Ability to maintain confidentiality and act professionally at all times</p> <p>Willingness to undertake training and continuous professional development</p> <p>Commitment to developing positive relationships with children, families and professionals</p>	<p>Willingness to contribute to wider school life and ethos</p> <p>Interest in developing specialist skills in SEND and inclusion</p>

