

THE CHERWELL SCHOOL

Kindness, Opportunity, Responsibility, Excellence

Higher Level Teaching Assistant (SEMH / Communication)

Person Specification

Criteria	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> <input type="checkbox"/> Meet Higher Level Teaching Assistant standards or equivalent qualification or experience <input type="checkbox"/> Excellent numeracy/literacy skills – equivalent to NVQ level 2 in English and Maths or GCSE A-C 	<ul style="list-style-type: none"> <input type="checkbox"/> Honours degree <input type="checkbox"/> Relevant qualifications and training (e.g. SEMH training, Communication training, SEN courses, creative therapy etc.) <input type="checkbox"/> Specialist skills/training in curriculum or learning area e.g. inclusive teaching, de-escalation strategies
Experience	<ul style="list-style-type: none"> <input type="checkbox"/> Successful experience developing trusting relationships with children with complex needs <input type="checkbox"/> Relevant and recent experience of working with children and young people <input type="checkbox"/> Evidence of dealing with complex behaviour/emotional needs and applying de-escalation strategies that are dignified and fair. 	<ul style="list-style-type: none"> <input type="checkbox"/> Experience of working in an SEMH/Communication skills role or setting <input type="checkbox"/> Experience working with students of secondary school age.
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> <input type="checkbox"/> Have an understanding of mental health issues that affect young people and be able to adapt their working practices to each individual child <input type="checkbox"/> A good working understanding of differing SEN and SEMH needs of young people <input type="checkbox"/> An awareness of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection <input type="checkbox"/> Ability to use ICT effectively <input type="checkbox"/> Ability to reflect on effectiveness and evaluate impact 	<ul style="list-style-type: none"> <input type="checkbox"/> Good understanding of child development and learning processes <input type="checkbox"/> Ability to apply therapeutic strategies, manage behaviour and learning. <input type="checkbox"/> Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
Personal Attributes	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent communication skills and the ability to communicate effectively with pupils, staff, parents and senior leaders <input type="checkbox"/> Highly organised and efficient. <input type="checkbox"/> Truly inclusive, non-judgemental and kind while maintaining the highest of aspirations for young people <input type="checkbox"/> Can demonstrate resilience when dealing with behaviour in a school setting <input type="checkbox"/> Hard worker who is flexible and able to take on any required task <input type="checkbox"/> Solution-focussed, with the confidence to lead creative interventions <input type="checkbox"/> Ability to work independently and as part of a team 	

	<ul style="list-style-type: none"> <input type="checkbox"/> Good interpersonal skills with the ability to enthuse and motivate others and develop effective partnerships <input type="checkbox"/> Able to work with discretion and sensitivity to student needs 	
<p>Safeguarding and Wellbeing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A commitment to safeguarding responsibility and promoting children's wellbeing in accordance with school guidelines <input type="checkbox"/> A commitment to support the School Leadership team (SLT) to set a culture which supports the mental health and wellbeing of all members of the community <input type="checkbox"/> To uphold and promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs within the school community <input type="checkbox"/> Desire to take on further / advanced Safeguarding training and responsibilities (desirable) <input type="checkbox"/> Evidence of CPD undertaken in this area (desirable) 	<ul style="list-style-type: none"> <input type="checkbox"/> Desire to take on further/advanced Safeguarding training and responsibilities <input type="checkbox"/> Evidence of CPD undertaken in this area