

## Person Specification – High Needs Teaching Assistant

*The successful candidate will be suitably qualified with a breadth of relevant experience and capable of inspiring trust and confidence across a diverse range of learners, colleagues and parents/carers.*

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Level 3 NVQ Teaching Assistant or equivalent</li> <li>GCSE English and Maths grade C/5 or above</li> </ul>	<ul style="list-style-type: none"> <li>Additional training/qualification in SEND (e.g., Downs Syndrome, communication/AAC, trauma-informed practice).</li> </ul>
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>Substantial and successful experience of supporting learners with SEND, ideally Downs Syndrome and complex needs.</li> <li>Experience of adapting curriculum and assessing individual learning needs and progress</li> <li>Experience of working with young people</li> <li>Genuine desire to become part of a committed team, and a role model to learners</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working AAC and learners with Downs Syndrome</li> <li>Experience of working in a school setting</li> <li>Theory and practice of teaching and learning in secondary education</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>Knowledge and understanding of complex Down's Syndrome and associated speech, language, and communication needs (including AAC), and trauma-informed practice.</li> <li>Knowledge of literacy/numeracy programmes</li> <li>Knowledge of SEND learning needs</li> <li>Knowledge of the primary and early years frameworks of learning.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of evidence-based behaviour response systems</li> </ul>
<b>Skills and aptitudes</b>	<ul style="list-style-type: none"> <li>Ability to communicate complex and sensitive information effectively in writing and orally to families, professionals, and colleagues, maintaining confidentiality and professionalism.</li> <li>Ability to make sound judgements and decisions, working effectively under pressure with a growth mindset.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Resilience, integrity, and resourcefulness with a solution-focused mindset.</li> <li>• Ability to create a rich and safe learning environment for all learners by establishing high expectations, promoting purposeful learning and creating support plans based on the National Curriculum, schemes of work, and information from the assessment of students' learning needs.</li> <li>• Ability to assess the needs of individual learners and accurately record and report their progress.</li> <li>• Ability to manage groups of young people and cope with challenging behaviour.</li> <li>• Time management and the ability to prioritise and manage workload effectively in a fast-paced environment.</li> <li>• Ability to build relationships at all levels within our academy.</li> <li>• Ability to work under pressure and able to meet deadlines.</li> <li>• Ability to understand and follow policies and procedures.</li> <li>• Ability to work as part of a team.</li> <li>• Ability to deal consistently with a wide range of people.</li> <li>• Ability to use initiative and common sense.</li> <li>• Flexible approach to duties.</li> <li>• Reliability, punctuality and resilience.</li> </ul>	
<p><b>Special Requirements</b></p>	<ul style="list-style-type: none"> <li>• Enhanced DBS clearance with children's barred list check</li> <li>• Compliance with all Academy and Trust policies</li> <li>• Safeguarding and promoting the welfare and success of all learners</li> <li>• The implementation of equal opportunities practice.</li> <li>• Promoting the school's aims and policies.</li> </ul>	