



**PERSON SPECIFICATION**

**SENIOR TEACHING ASSISTANT**

	<b>Essential</b>	<b>Desirable</b>
<p><b>Profession Qualifications/Training</b></p> <p>To be considered:</p> <p>a) Initial training</p> <p>b) Further study</p> <p>c) In-service training</p>	<p>NVQ Level 3 or equivalent</p> <p>English and mathematics GCSE Grade C or above (or equivalent)</p> <p>Commitment to and evidence of further professional development</p>	<p>Evidence of qualification/training relating to special educational needs/inclusion</p> <p>Safeguarding Level 1 trained</p> <p>Team Teach trained</p> <p>First Aid trained</p>
<p><b>Employment experience</b></p> <p>To be considered:</p> <p>a) Range of experience</p>	<p>Experience of working with pupils on a 1:1 basis and / or supporting small groups in an educational setting</p>	<p>Experience of working with pupils with SEND.</p> <p>Experience of working with pupils with challenging behaviour.</p> <p>Experience of working with external professionals e.g. Specialist Advisory Teachers.</p>

<p><b>Professional skills</b></p> <p>To be considered:</p> <p>a) Educational philosophy</p> <p>b) Curriculum expertise</p> <p>c) Pupil safeguarding and well-being</p>	<p>A clearly articulated philosophy</p> <p>An awareness of Primary curriculum expectations</p> <ul style="list-style-type: none"> <li>• Commitment to promoting the well-being of children</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children</li> <li>• Emotional resilience in working with pupils with SEND</li> </ul>	<p>Evidence and knowledge of current issues relating to special educational needs and inclusion</p> <p>Experience of PIVATS as an assessment tool</p>
<p><b>Personal Skills</b></p> <p>To be considered:</p>	<ul style="list-style-type: none"> <li>• High expectations of pupils</li> <li>• Confident, articulate, enthusiastic and passionate</li> <li>• Ability to communicate effectively</li> <li>• Ability to use own initiative in the workplace</li> <li>• Ability to establish strong relationships within the school community and with parents</li> <li>• Positive vision for all pupils</li> <li>• Commitment to the value of working as part of a team</li> <li>• Sense of humour and perspective</li> <li>• Good time management</li> <li>• Excellent personal organisation</li> </ul>	<p>An understanding of current initiatives in education and their impact on children's learning</p>
<p><b>Other Relevant Factors</b></p> <p>To be considered:</p> <p>a) Factors that are specific to the school</p>	<ul style="list-style-type: none"> <li>• Evidence of good basic skills in English and mathematics</li> <li>• Confident in the use of IT</li> <li>• Awareness and understanding of the development of children with SEND</li> <li>• Strong commitment to inclusive education</li> <li>• Occasional attendance at meetings outside normal school hours</li> </ul>	