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| **JOB SPECIFICATION** | **Essential** | **Desirable** |
| **Qualifications / Experience** | | |
| HLTA accreditation | **✓** |  |
| A standard of written and spoken English that supports pupil’s learning. | **✓** |  |
| Experience of working with people with a range of special educational needs / EAL within a school setting. | **✓** |  |
| Experience of **3 years** or more in the care and/or education of children in KS1 and KS2. | **✓** |  |
| Experience of working in an educational setting. | **✓** |  |
| TA specific qualification equivalent to NVQ Level 2 or 3. |  | **✓** |
| Experience of leading interventions and supervising pupils within a mainstream class, in a small group and on an individual basis. | **✓** |  |
| **Skills / Abilities / Aptitudes** | | |
| Able to contribute constructively to and work effectively as a member of a team. | **✓** |  |
| Able to work on own initiative with parents/carers and the child’s community within an agreed framework and set of objectives. | **✓** |  |
| Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, etc. | **✓** |  |
| Able to contribute to the support of children in all areas of personal and educational development. | **✓** |  |
| Able to manage time and resources successfully. | **✓** |  |
| Awareness of confidentiality. | **✓** |  |
| Ability to work as a member of a team implementing the visions and aims of the school. | **✓** |  |
| Ability to self-evaluate learning needs and actively seek learning opportunities. | **✓** |  |
| **Specialist Knowledge** | | |
| GCSE Maths and English (A-C) or equivalent essential. |  | **✓** |
| Teaching individuals, groups and whole classes. | **✓** |  |
| Leading and managing other support staff. | **✓** |  |
| Knowledge of the importance of effective learning environments. | **✓** |  |
| Awareness of pupils’ diverse needs, backgrounds and aptitudes. | **✓** |  |
| Working knowledge of a range of additional needs and strategies that may be employed to overcome barriers to learning. | **✓** |  |
| Some knowledge of curriculum requirements. | **✓** |  |
| Good communication skills orally and in writing. | **✓** |  |
| Ability to use non-confrontational strategies with young people. | **✓** |  |
| Ability to work constructively as a proactive team member, understanding classroom roles and responsibilities and own position within these. | **✓** |  |
| A knowledge of behaviour management. | **✓** |  |
| Desire to undertake further professional development relating to inclusion. | **✓** |  |
| Resilience and determination when faced with difficult tasks. | **✓** |  |
| **Education and Training / Professional Development** | | |
| Able to commit to relevant job training. | **✓** |  |
| To complete First Aid training (through school) and to apply this in the school. | **✓** |  |
| Willingness to take part in appropriate training and personal and professional development. | **✓** |  |
| Commitment to the protection and safeguarding of children and young people. | **✓** |  |
| **Equality Issues** | | |
| Able to recognise common forms of discrimination and to report this if detected. | **✓** |  |
| Some understanding of the issues in an urban multi-cultural context. | **✓** |  |
| A commitment to promoting equal opportunities and meeting individual needs. | **✓** |  |
| **Personal Qualities** | | |
| Completion of DBS forms, online checks and a satisfactory clearance being received. | **✓** |  |
| Empathy for all children including those with special educational / complex / additional needs. | **✓** |  |
| Patience, flexibility, resilience, understanding, sense of humour, caring. | **✓** |  |