**Bents Green School**

**PERSON SPECIFICATION**

**TEACHING ASSISTANT LEVEL 2 SPECIAL**

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| **REQUIREMENTS** | **Method of Assessment** | | |
| **EXPERIENCE** | | | |
| Experience of working in a school setting | AF/I | | |
| Experience of working as a Teaching Assistant or equivalent | AF/I | | |
| Experiences of working with students with special/additional education needs | AF/I | | |
| Understanding of special educational needs and associated social, emotional and behavioural impact | AF/I | | |
| Ability to provide clear expression both verbally and in writing | AF/I | | |
| Working in an environment where literacy and numeracy skills have been demonstrated | AF/I | | |
| Ability to demonstrate sensitivity to the student needs | AF/I | | |
| **QUALIFICATIONS** | | | |
| NVQ Level 2 qualification e.g. GCSEs Grades 4-9, or evidence of the equivalent level of knowledge gained through work experience | AF/I | | |
| **KNOWLEDGE AND UNDERSTANDING** |  |  |  |
| Understanding of students’ needs in order to support them effectively by personalised and differentiated learning. | AF/I | | |
| Knowledge of issues and needs that affect behaviour and strategies to support. | AF/I | | |
| Knowledge of the range of ways that students learn and how to motivate them. | AF/I | | |
| Full understanding of the range of multi-agency support required and available to students | AF/I | | |
| Full working knowledge of relevant safeguarding, equality and health and safety policies, codes of practice and legislation | AF/I | | |
| **SKILLS/APTITUDES** | | | |
| Ability to relate well to children and adults and to build positive relationships | AF/I | | |
| Ability to use a range of strategies to support positive behaviour and self-regulation | AF/I | | |
| Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these. | AF/I | | |
| Ability to deliver pre-planned programmes of work to children using personalised strategies to support reluctant learners to engage and achieve learning goals/objectives. | AF/I | | |
| Ability to respond calmly and use initiative, responding effectively to unexpected or unplanned situations or reactions throughout the school day. | AF/I | | |
| Ability to use correct English in spoken and written communication. | AF/I | | |
| Ability in the use of IT. | AF/I | | |
| Willingness to supervise and support the personal care needs of students | AF/I | | |
| Efficiency with the administration and maintenance of student records. | AF/I | | |
| Flexible and able to adapt to change. Ability to support colleagues as and when required | AF/I | | |
| A pleasant disposition and ability to stay calm under pressure. | AF/I | | |
| Demonstrate a positive team approach to work. | AF/I | | |
| To have a willingness to participate in the whole school approach to mentoring students and play an active role as directed by line manager | AF/I | | |
| **EQUAL OPPORTUNITIES AND SAFEGUARDING** |  |  |  |
| An understanding of safeguarding issues and promoting the welfare of children and young people | AF/I | | |
| A commitment to safeguarding students | AF/I | | |
| Suitability to work with children | AF/I | | |
| A commitment to equal opportunities | AF/I | | |
| Ability to recognise discrimination and willingness to put Equalities Policies into practice | AF/I | | |