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| **JOB SPECIFICATION** | **Essential** | **Desirable** |
| **Qualifications / Experience** |
| A standard of written and spoken English that supports pupil’s learning | **✓** |  |
| Some experience of working with people with a range of special needs. | **✓** |  |
| Some experience in the care and/or education of children.  | **✓** |  |
| Some experience of working in an educational setting. | **✓** |  |
| TA specific qualification equivalent to NVQ Level 2 or 3. | **✓** |  |
| Experience of supporting pupils with SEN |  | **✓** |
| **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. | **✓** |  |
| **Specialist Knowledge** |
| GCSE Maths and English (A-C) or equivalent essential. |  | **✓** |
| Some knowledge of how pupils learn. | **✓** |  |
| Knowledge of the importance of effective learning environments. | **✓** |  |
| Some knowledge of curriculum requirements. | **✓** |  |
| A knowledge of behaviour management. |  | **✓** |
| **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. | **✓** |  |
| **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 and a satisfactory clearance being received  | **✓** |  |
| Empathy for all children including those with special educational / complex / additional needs | **✓** |  |
| Patience, flexibility, understanding, sense of humour, caring, pro-active | **✓** |  |