

Person Specification for the role of: **Teaching Assistant – KS2-3 Transition**

Attributes	Requirements	Essential	Desirable
Education Qualifications	Must have at least RQF L2 in English Language and Mathematics	✓	
	Qualified to NVQ L2 TA or equivalent qualifications or experience		✓
	Up to date Safeguarding training		✓
Experience	At least two years' experience of working with students/children as a Teaching Assistant or similar community-based role	✓	
	Experience and knowledge of working with and contributing to the assessment, planning, production and review process of EHCPs, or a willingness to learn	✓	
	Experience of working with students who have Social, Emotional and Mental Health needs		✓
	Experience of liaising with parents/carers and external agencies		✓
	Experience of delivering individualised programmes and/or interventions		✓
	Experience of having led meetings and ensuring any outcome actions are completed, either in a school or other workplace environment	✓	
	Experience of delivering lessons to small groups		✓
Personal & Professional Skills & Attributes	Ability to build positive and professional relationships with students and their parent(s)	✓	
	Highly ambitious on behalf of students with the ability to motivate and enthuse pupils to improve and sustain their attendance and behaviour and strive for success	✓	
	Organised with a high level of literacy and administrative skills, and an excellent eye for detail	✓	
	Excellent communication and record keeping skills	✓	
	High expectations of students in terms of behaviour and achievement	✓	
	Ability to work as an effective team player	✓	
	Ability to work calmly under pressure and to adapt quickly and effectively to changing circumstances or situations	✓	
	Have a creative approach to problem solving and use this to inspire and motivate students	✓	
	Must have a positive outlook and a determination to maximise outcomes for all students	✓	
	Ability to use own initiative	✓	
	An understanding of the need for confidentiality when dealing with sensitive information	✓	
	Evidence of having taken part in face to face or online training relative to SEND or a willingness to do so	✓	
	Resilience	✓	
Knowledge	Knowledge of supporting students within all four areas of need	✓	
	Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment	✓	
	Good understanding of intervention programmes and strategies, especially in literacy, numeracy and behaviour management	✓	
	Knowledge of issues surrounding Child Protection and the care of Looked After Children	✓	
Other	Supportive of the school's excellent staff attendance and punctuality record	✓	
	Willingness to attend any relevant training opportunities	✓	
	Ability to drive and access to own transport		✓