

**Person Specification
SENIOR TEACHING ASSISTANT (GRADE E)**

Essential	Desirable
Qualifications	
Excellent numeracy and literacy skills, GCSE grade A – C or equivalent in Literacy and Numeracy	ICT qualification
Meet Higher Level Teaching Assistant standards or equivalent qualification, willingness to complete within the first year in post.	First Aid qualification
Training in relevant learning strategies – literacy, TEACCH	A Level or equivalent professional qualification in specialised area.
Makaton or other sign language accreditation	NVQ 3 or above or equivalent qualification in relevant area
Experience/Knowledge	
Proven successful experience of working or caring with children in an educational setting	Management experience
Experience of working with children with a range of disabilities including autism	
Excellent understanding of child development	
Working knowledge and experience of implementing Foundation and National Curriculum levels and P levels	
Have an understanding of the statutory frameworks relating to teaching, the importance of lesson planning, IEPs and learning objectives to contribute to learning	
Working knowledge and understanding of the importance of the Health and Safety in schools	
Understanding of and commitment to work within the scope of the school's equal opportunities policy and other relevant policies/code of practice and awareness of relevant legislation.	
Excellent ICT Skills to effectively support and advance learning	
Skills and abilities	
Ability to organise, lead and motivate a team so that classroom roles and responsibilities are understood to advance pupil progress.	Ability to provide artistic or creative input
Ability to communication effectively with a range of people.	Use of other equipment technology
Excellent listening skills and the ability to provide instructions clearly to others	
Able to organise and deliver classroom activities	
Able to implement a range of Teaching and Learning strategies	
Well organised and practical, calm under pressure	
Adaptable and flexible approach to work	
Willingness and ability to constantly improve own practice/knowledge in relation to SEN including	



medical and personal care needs, through self-evaluation and learning from others.	
Ability to diffuse conflict	
Able to form and maintain a range of Teaching and Learning strategies	
Able to form, relate and maintain appropriate professional relationships and boundaries with children and parents	
Additional Factors	
Commitment to promoting and safeguarding the welfare of children	Ability to monitor and evaluate pupil performance
Have a caring and positive nature	
Prompt and reliable approach to work	
Work in line with the school's behaviour policy	
Willingness to attend and participate in meetings to review pupil progress	
Prepared to undergo training appropriate to the post	