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| **Support Staff Roles (SEPT 2025) Person spec** |
| **QUALIFICATIONS** |
| * GCSEs in Maths and English
* Evidence of continuous professional development and training relevant to Early Years pupils and/or those with additional needs, in particular ASD.
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| **EXPERIENCE** |
| * Experience of supporting primary aged pupils with diverse needs.
* Able to provide high quality support for all students in the group, under the direction of the class lead, to ensure pupils make good progress in their learning.
* To work as part of a team of Teaching Assistants to support learning, behaviour and specific needs of pupils.
* Experience of building successful relationships with pupils.
* A good understanding of how to promote independent learning.
* Experience of working with external professionals such as Speech and Language Therapists and Educational psychologists to ensure the best progress and outcomes for all pupils
* Experience of supporting lessons and preparing resources to support teaching.
* An understanding of how to interact positively with pupils, treating them consistently.
* Experience of promoting independent learning.
* An understand of how to keep pupils safe in outdoor areas, on trips and when moving around the school.
* Experience of supporting very young pupils with their co-ordination and gross/fine motor skills.
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| **KNOWLEDGE** |
| * Experience of liaising with teachers to understand learning intentions and objectives.
* Proactive in meeting the educational, emotional and physical needs of pupils.
* Know how to report any Safeguarding concerns in accordance with an organisation’s Safeguarding Policy.
* To contribute to assessments and observations of pupils.
* To support teachers with differentiated activities and groupwork.
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| **SKILLS AND ABILITIES** |
| * A child-centred approach to meeting the needs of pupils with additional needs.
* Able to keep the pupils on task and focussed.
* To model clear respectful communication.
* Ability to use software and school devices to support pupils’ learning.
* The ability to communicate in a timely and clear manner.
* Able to contribute to accessible, effective and inspirational learning/working environments.
* Firm yet nurturing approaches to managing pupil discipline.
* Good administrative and organisational skills
* The ability to implement direction and guidance.
* The ability to work with a range of professionals to ensure the best outcomes for pupils with additional needs.
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| **Personal Attributes** |
| * Commitment to meeting the needs of all pupils.
* Commitment to their own professional development.
* A reliable and efficient presence
* An energetic, nurturing and positive presence.
* Strong communication skills.
* Consistently demonstrate punctuality, proactivity and professionalism.
* Trustworthiness and commitment to the school’s vision and success.
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