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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. |
| **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. |
| **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. |
| **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. |