## Special Needs Teaching Assistant Post

## Person Specification

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Categories** | **Essential/ Desirable** | **Assessed by\*** |
| **Education, Training and Professional Qualifications** | | | |
| 1 | BSL Level 2 | **E** | **A/I/T** |
| 2 | BSL Level 3 or above | **D** | **A/I/T** |
| 3 | Awareness of Safeguarding and Child Protection and willingness to undertake training | **E** | **A/I** |
| 4 | Trained in Safeguarding and Child Protection | **D** | **A** |
| 5 | Willingness to undertake First Aid training | **D** | **I** |
| 6 | Grade A – C or Level 2 Qualifications in English and Mathematics. | **E** | **A** |
| 7 | Training in Autism and complex needs | **D** | **A** |
| 8 | Willingness to undertake training in Autism strategies | **E** | **I** |
| 9 | In-depth knowledge of ASD | **D** | **A/I/T** |
| **Skills and Abilities** | | | |
| 10 | Ability to form and sustain appropriate relationships with children and young people | **E** | **I/T** |
| 11 | Ability to support pupils’ development and learning | **E** | **I/T** |
| 12 | Ability to develop an understanding of the specific educational, physical, sensory, behavioural, emotional and social needs of the pupils and develop strategies to meet these  Ability to devise and create suitable resource materials for use with the pupils | **D** | **A/I/T** |
| 13 | Ability to maintain high standards of child centred care in stressful situations | **E** | **I/T** |
| 14 | Ability to work independently and co-operatively as part of a team and to form good working relationships and partnerships with teachers, pupils, parents/carers and other agencies | **E** | **I/T** |
| 15 | Experience of multi-agency working | **D** | **A/I** |
| 16 | Ability to support children and young people with their individual programmes independently at school | **E** | **I/T** |
| 17 | Experience of supporting children and young people with their individual programmes independently at school | **D** | **A/I** |
| 18 | Ability to undertake basic administrative tasks | **E** | **I/T** |
| 19 | Ability to seek support when required | **E** | **I/T** |
| 20 | Ability to become familiar with and apply whole school policies and procedures and be willing to apply them in a consistent manner | **E** | **I** |
| **Knowledge and Understanding** | | | |
| 21 | Knowledge and understanding of ASD and other additional needs | **E** | **A/I/T** |
| 22 | Knowledge of equal opportunities and a commitment to assisting the school in enabling all its pupils to fulfil their potential | **D** | **I** |
| **Experience** | | | |
| 23 | Previous experience of working in a school with complex ASD and deaf and language impaired young people | **E** | **A** |
| 24 | Extended (at least 8 months) experience of working with deaf, language impaired young people | **D** | **A** |
| **Work Attitude** | | | |
| 25 | Demonstrate emotional maturity, stability, ability to perform under stress, and frustration tolerance | **E** | **I/T** |
| 26 | Show the ability to exercise good judgment, cooperation, tact, and discretion in dealing with the pupil, family, staff and others | **E** | **I/T** |
| 27 | Show interest in developing additional knowledge and skills | **E** | **I** |
| 28 | Follow team decisions, established policies and procedures, and designated lines of communication and authority | **E** | **I** |
| 29 | Demonstrate high levels of punctuality and attendance | **E** | **I** |

\*Assessed by: A – Application; I – Interview; T - Task