



Person specification: SEMH specialist TA, working one-to-one

Specification	Essential	Desirable
Relevant experience	<ul style="list-style-type: none"> • Experience of working with children of primary age with additional needs • Ability to plan effective actions for children at risk of underachieving • Able to demonstrate reflective practice • Able to use a range of ICT equipment to support learning including e learning programmes for children. • Experience of working in a relevant setting and across phases 	<ul style="list-style-type: none"> • Experience of working in specialist provision. • Experience of working with a range of support services/providers as part of multi-disciplinary and agency planning and interventions • Experience with managing time and differing workloads
Qualifications and training	<ul style="list-style-type: none"> • Good general level of education/training (NVQ level 3 or equivalent as a minimum) • GCSE (or equivalent) English and Maths • Specialist skills/training in social, emotional, mental health related areas • Has undertaken training in behaviour management • Has undertaken physical intervention training and effective use of de-escalation strategies. 	<ul style="list-style-type: none"> • Further qualifications specifically in working with children with ASC or ADHD, or further mental health training. • Has expertise, training or a record of effectiveness in conflict resolution / restorative approaches • Has a first aid qualification
Special skills, attributes and knowledge	<ul style="list-style-type: none"> • Views children as individual learners and inclusion is central to the decision-making process. • Has high expectations for all children 	<ul style="list-style-type: none"> • Knowledge of emotion coaching and uses it effectively • Knowledge of attachment trauma

	<ul style="list-style-type: none"> • Puts the welfare of young people at the heart of their work • Has shown the capacity to embrace change • Is well organised and has the capacity to lead and manage to defined deadlines • Is trustworthy, honest, shows integrity and has a sense of fairness • Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality 	<ul style="list-style-type: none"> • Knowledge of how to adapt learning effectively. • Knowledge of PDA strategies and how to use language effectively.
Social skills	<ul style="list-style-type: none"> • Understands that relationships are key to the role with all stakeholders. • Good influencing skills to encourage pupils to interact with others and be socially responsible. • Has the ability to relate well to children and adults, understanding their needs and able to respond accordingly 	
Professional behaviours	<ul style="list-style-type: none"> • Upholds the whole school values at all times • Keeps up to date with Child Protection and welfare changes • Good attendance • Flexibility 	