



Person Specification for SRP Higher Level Teaching Assistant

Information provided on the application form will be assessed against the criteria listed on this Person Specification to shortlist candidates for interview.

Qualifications	<ul style="list-style-type: none"> • Level 2 or 3 Diploma (or equivalent) plus additional knowledge in specialist area is essential • Qualifications in Autism, SEMH, Speech and Language or SEN are desirable • Good standard of general education with a minimum GCSE Grade C in English and Maths, or equivalent is essential
Experience	<ul style="list-style-type: none"> • Experience of working with children with Autism is essential • Experience of planning and leading small groups and assessing pupil progress is essential • Experience of working with primary age children with SEMH needs and barriers to learning is desirable • Experience of supporting other TAs in their development is desirable • Experience of working in a school setting is desirable
Desirable Skills	<ul style="list-style-type: none"> • Ability to adapt plans to meet the needs of children with SEN • Ability to assess pupil learning and keep up-to-date records • Effective user of ICT and other specialist equipment and resources • Some competency with communication techniques • Knowledge of policies and procedures relating to safeguarding, health & safety, security, equal opportunities and confidentiality • Good interpersonal skills and an ability to relate and communicate effectively with children, staff and parents • Good influencing skills to encourage pupils to interact with others and be socially responsible • Ability to work well as part of a team and show initiative when appropriate • Clear, legible handwriting
Essential Knowledge	<ul style="list-style-type: none"> • Good standard of spoken and written English • Good understanding of child development, the learning process and the range of developmental needs of children • Understanding of the importance of SRP in schools • Knowledge of a range of behaviour management strategies and techniques
Essential Personal Qualities	<ul style="list-style-type: none"> • Well-organised and self-motivated • Positive role model to children and staff • Caring, approachable, understanding, consistent, assertive and calm • Positive attitude • Excellent communication skills • Understanding of children's needs and a clear belief in inclusion for all • Understanding and respecting the need for absolute confidentiality • Adaptability, flexibility and willingness to assist with other aspects of school life • Willingness to continue own professional development

