



**Person Specification for SRP Teaching Assistant**

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

<p><b>Essential Qualifications</b></p>	<ul style="list-style-type: none"> <li>• Good standard of general education with a minimum GCSE Grade C in English and Maths, or equivalent</li> </ul>
<p><b>Desirable Experience</b></p>	<ul style="list-style-type: none"> <li>• Experience of working with children with Autism</li> <li>• Experience of working with primary age children with SEMH needs and barriers to learning</li> <li>• Experience of working in a school setting</li> </ul>
<p><b>Desirable Skills</b></p>	<ul style="list-style-type: none"> <li>• Ability to deliver specialised interventions to children with SEN</li> <li>• Ability to assess pupil learning and keep up-to-date records</li> <li>• Effective user of ICT and other specialist equipment and resources</li> <li>• Some competency with communication techniques is desirable</li> <li>• Knowledge of policies and procedures relating to safeguarding, health &amp; safety, security, equal opportunities and confidentiality</li> <li>• Good interpersonal skills and an ability to relate and communicate effectively with children, staff and parents</li> <li>• Good influencing skills to encourage pupils to interact with others and be socially responsible</li> <li>• Ability to work well as part of a team and show initiative when appropriate</li> <li>• Clear, legible handwriting</li> </ul>
<p><b>Desirable Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Good standard of spoken and written English</li> <li>• Good understanding of child development, the learning process and the range of developmental needs of children</li> <li>• Understanding of the importance of SRP in schools</li> <li>• Knowledge of a range of behaviour management strategies and techniques</li> </ul>
<p><b>Essential Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Caring, approachable, understanding, consistent, assertive and calm</li> <li>• Positive attitude</li> <li>• Excellent communication skills</li> <li>• Understanding of children’s needs and a clear belief in inclusion for all</li> <li>• Understanding and respecting the need for absolute confidentiality</li> <li>• Adaptability, flexibility and willingness to assist with other aspects of school life</li> <li>• Willingness to continue own professional development</li> </ul>