

BROOMHILL BANK SCHOOL

PERSONAL SPECIFICATION – LEVEL 1 KR4-KR5 TEACHING ASSISTANT

CRITERIA		ESSENTIAL	DESIRABLE	EVIDENCE BASE / MODE OF ASSESSMENT
SECTION 1: EDUCATION AND TRAINING				
1.1	A good basic standard of education, particularly in English and Maths.	✓		
1.2	Competent in the use of basic technology (computer, photocopier etc).	✓		
1.3	Evidence of continuing professional development - holder of a training portfolio of recent CPD relevant to work with children with communication difficulties.		✓	
1.4	Receptive to undertaking professional development particularly in the field of autistic spectrum and other, related, interaction and communication disorders.	✓		
1.5	In receipt of recent training in TEACCH and Team-Teach, techniques, or similar.		✓	
SECTION 2: KNOWLEDGE AND EXPERIENCE				
2.1	Experience of working successfully as part of a team.	✓		
2.2	Experience of delivering training programmes / presentations to adults.		✓	
2.3	Knowledge and experience of procedures to safeguard the welfare of all children and vulnerable adults including Risk Assessments.		✓	
2.4	Experience working in a mainstream setting, and an understanding of the unique difficulties mainstream schools face in relation to SEND.		✓	
2.5	Prior experience of working successfully as a Teaching Assistant with students who have a Statement of SEN/EHCP.		✓	
2.6	Experience of adopting a wide range of approaches to children with Communication and Interaction difficulties.		✓	
2.7	Experience of successfully supporting systems and strategies for managing students' behaviour.		✓	
2.8	Clear understanding and knowledge of the difficulties faced by young people with Autism and the barriers that this can present for their education and behaviour.		✓	

2.9	Experience of TEACCH strategies or alternative systems to support students on the Autistic Spectrum.		✓	
2.10	Sound in the knowledge and application of appropriate professional boundaries for school staff.	✓		
SECTION 3: SKILLS AND ABILITIES				
3.1	Able to facilitate high quality independent learning in the classroom.	✓		
3.2	Ability to provide an excellent role model for students, to empathise with them and inspire in them a commitment to learning.	✓		
3.3	Ability to motivate unwilling or reluctant students by being resourceful and to foster good relationships and quickly gain their respect.	✓		
3.4	Ability to work proactively with students and staff to avoid crisis situations.	✓		
3.5	Willingness and ability to receive ongoing behaviour support training and support with challenging behaviour when necessary, including positive handling (when trained) and to observe the policy of the school.	✓		
3.6	Flexible in approach and willing to adjust to the many changing demands of the individual or the group.	✓		
3.7	Good organisational skills and able to provide written information punctually and in a clear, concise form.	✓		
3.8	Able to effectively share expertise and skills, to further the development of colleagues in school and the wider community		✓	
3.9	Able to communicate sensitively and clearly with young people and adults, individually and in small groups, during staff meetings, supervision meetings, etc.	✓		
3.10	Capacity to learn the skills and attributes necessary to support the learning of colleagues and participate in collaborative opportunities in the local community.	✓		
3.11	Able to promote and present the school and its community in a positive way to parents, students, governors etc.	✓		
3.12	Holder of a valid manual driving licence and willing to undertake a minibus driving test.		✓	
SECTION 4: PERSONAL ATTRIBUTES				
4.1	Honesty and integrity.	✓		
4.2	Flexibility, and able to adapt to changing circumstances and new ideas.	✓		

4.3	Empathy, humility, and humour.	✓		
4.4	A liking and genuine respect for young people who can sometimes be challenging.	✓		
4.5	Values the unique contribution made by all members of the school community including pupils, staff, parents and governors.	✓		
4.6	Highly developed social and emotional intelligence.	✓		
4.7	Ability to foster a culture of respect and openness.	✓		
4.8	Interests outside school.	✓		
4.9	Commitment to establishing a healthy work/life balance.	✓		
4.10	An enquiring mind with a commitment to lifelong learning.	✓		
4.11	Outward-looking and committed to collaborative activity in the local community.	✓		
4.12	Ability to remain calm in challenging situations.	✓		
4.13	Ability to provide students with communication difficulties with the daily consistency they need, by being available to attend work as contracted.	✓		
4.14	The physical and emotional ability to partake in positive handling interventions when required.	✓		
SECTION 5: EQUAL OPPORTUNITIES				
5.1	Commitment towards adherence to the principles set out within the Schools Equality Plan.	✓		
5.2	Commitment to the promotion of the concept of equal opportunities in the work situation with all students and staff.	✓		
5.3	Understanding and sensitivity to discrimination experienced by members of minority groups and a commitment towards reducing this.	✓		

The Governors are committed to safeguarding and promoting the welfare of children and the successful candidate will therefore be subject to an Enhanced Check with the Disclosure Barring Service and other pre-employment checks in line with Keeping Children Safe in Education 2022 guidance. Broomhill Bank School recognises diversity and welcomes applications from anyone with relevant qualifications and knowledge