



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>Desirable Qualifications</p>	<ul style="list-style-type: none"> • Good standard of general education with a minimum GCSE Grade C in English and Maths, or equivalent
<p>Desirable Experience</p>	<ul style="list-style-type: none"> • Experience of working with children with Autism • Experience of working with primary age children with SEMH needs and barriers to learning • Experience of working in a school setting
<p>Desirable Skills</p>	<ul style="list-style-type: none"> • Ability to deliver specialised interventions to 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 is desirable • 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
<p>Desirable Knowledge</p>	<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
<p>Essential Personal Qualities</p>	<ul style="list-style-type: none"> • 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