**Inclusion Teaching Assistant Person Specification**

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| Criteria  |  | Essential  | Desirable  |
|   Qualification   |    | Maths and English Language GCSE grades A\*- C or equivalentLevel 2 in maths and English  | * ASC courses
* SEND training
* Social and emotional/positive behaviour management training

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|    Experience   |      | Working with children with ASC Working with pupils with SEMH Supporting small intervention groupsMeasuring progress of interventions | * Previous experience supporting children with SEND
* Experience of assessing pupil progress
* Knowledge of Makaton or BSL
* Use of Cued Articulation

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|  Skills, Knowledge and Abilities   |      | Have basic understanding of how children develop and learn; Work well as a team member; To be responsive to children’s emotional needs in order to support them effectively; Enthusiastic and able to motivate pupils Have knowledge of children’s social and emotional developmentTake advice and follow guidance from leaders | To have good working knowledge of relevant policies and procedures relating to child protection, health, safety, security, SEND, equal opportunities and confidentiality.   |
|  |   | Develop positive relationships, displaying sensitivity when dealing with children, parents and staff |  |
|  |   | Basic IT skills  |  |
| Personal Attributes     |            | Have enthusiasm, motivation and passion for supporting children to achieve their bestWell organized and use of initiative Self-motivating and positive outlook Effective and clear communicator Flexible, resourceful, innovative and adaptive Patient, resilient and calm Good time keeping and time management Ask for support and advice when necessary Receive advice positively and act to improve performance Positive role model to pupils and staff Sense of humour  | Sympathetic to the School’s Christian Vision, Values, Ethos and Mission  |