**Inclusion Teaching Assistant Person Specification**

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| Criteria |  | Essential | Desirable |
| Qualification |    | Maths and English Language GCSE grades A\*- C or equivalent  Level 2 in maths and English | * ASC courses * SEND training * Social and emotional/positive behaviour management training |
| Experience |        | Working with children with ASC  Working with pupils with SEMH  Supporting small intervention groups  Measuring progress of interventions | * Previous experience supporting children with SEND * Experience of assessing pupil progress * Knowledge of Makaton or BSL * Use of Cued Articulation |
| 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 development  Take 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 best  Well 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 |