

Person Specification for Intervention Teaching Assistant

Experience:

- Experience of supporting primary-age pupils in classroom or 1:1/small-group settings (either paid or voluntary).
- Experience working with pupils with SEND (including supporting EHCP provision) and/or EAL learners; implementing agreed strategies and adaptations.
- Experience delivering or assisting with structured interventions (e.g. phonics, reading boosters, speech and language activities, SEMH/focused nurture work).
- Experience of contributing to assessment, record-keeping and review processes (intervention logs, behaviour records, progress notes).

Skills and Competencies:

- Strong interpersonal and communication skills for working with pupils, staff and parents; able to convey information clearly and professionally.
- Effective behaviour management: consistent application of school routines and de-escalation strategies that promote pupil self-regulation.
- Ability to plan, prepare and adapt learning resources to meet a variety of needs and learning objectives.
- Competent use of ICT for learning and record-keeping (classroom tech, online learning platforms, basic data entry).
- Able to record pupil progress, identify barriers to learning and feed back to teachers and the SENDCo.
- Works constructively under teacher direction, contributes to multi-professional planning and follows agreed approaches.
- Organisational reliability: time-management, punctuality and the ability to manage competing small-group demands calmly.

Personal Qualities:

- Committed to inclusion and the Trust's vision: high expectations for all pupils and belief in personalised support that builds independence.
- Able to build warm, trusting relationships with pupils and families, including those with complex needs.
- Open to feedback, willing to learn and adapt practice through CPD and supervision.
- Maintains professionalism during challenging behaviour or emotionally charged situations.
- Anticipates classroom needs, volunteers appropriate support and shows initiative within agreed boundaries.
- Maintains confidentiality, models professional conduct and works in line with safeguarding expectations.

Safeguarding:

- A thorough understanding of safeguarding practises and commitment to promoting pupil safety and wellbeing.