SPECIALIST TEACHING ASSISTANT PERSON SPECIFICATION (LEVEL 4)

Essential	Desirable
Qualifications	
Good numeracy and literacy skills	GCSE grade A – C or equivalent in Literacy and Numeracy
	Makaton or other sign language
	Childcare qualification
	ICT qualification
	Training in relevant learning strategies – literacy, TEACCH
	First Aid qualification
Experience/Knowledge	
Proven successful experience of working or caring with children in an educational setting	Experience of working with children with disabilities
Experience of working with children	Have an understanding of the importance of lesson planning, IEPs and learning objectives to contribute to learning
Basic understanding of child development	Knowledge of Foundation and National Curriculum levels and P levels
Understanding of and commitment to work within the scope of the school's equal opportunities policy	NVQ or equivalent qualification in relevant area
Basic ICT Skills	Knowledge and understanding of the importance of the Health and Safety in schools
Skills and abilities	
Ability to work constructively as part of a team understanding classroom roles and responsibilities and your own position within those responsibilities.	Ability to provide artistic or creative input
Ability to communication effectively with a range of people.	Able to organise and deliver classroom activities
Good listening skills and the ability to follow instructions	Able to implement a range of Teaching and Learning strategies
Well organised and practical, calm under pressure	General understanding of national/foundation stage curriculum and other basic learning programmes/strategies
Adaptable and flexible approach to work	Understanding of relevant policies/codes of practice and awareness of relevant legislation
Willingness and ability to learn new skills in relation to SEN including medical and personal care needs; the ability to evaluate own learning needs.	Effective use of ICT to support learning.
Able to form, relate and maintain appropriate professional relationships and boundaries with children and parents	Use of other equipment technology
	Ability to diffuse conflict
Additional Factors	

Commitment to promoting and safeguarding the welfare of children	Ability to monitor and evaluate pupil performance
Have a caring and positive nature	
Prompt and reliable approach to work	
Work in line with the school's behaviour policy	
Willingness to attend and participate in meetings to review pupil progress	
Prepared to undergo training appropriate to the post	