

Level 3 SEND Teaching Assistant: Person Specification

Essential	Desirable	Evidence
<p><b>Qualifications and Training:</b></p> <p>GCSE grade C/4 in English and Mathematics (or equivalent)</p>	<p><b>Qualifications and Training:</b></p> <p>Teaching Assistant / Supporting Learning Qualification</p> <p>Relevant training in SEND and autism, specifically</p>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interview</p> <p>Certificate/s (to be available at interview)</p>
<p><b>Experience:</b></p> <p>Experience of working with children/young people</p> <p>Recent experience (including as volunteer) of working in a school.</p>	<p><b>Experience:</b></p> <p>Experience of working with pupils with complex needs as a result of Autism and comorbid conditions.</p>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interview</p>
<p><b>Knowledge/ Skills (Ability to):</b></p> <p>Is able to positively contribute to the school team</p> <p>Has a positive attitude towards inclusion in special schools and mainstream schools</p> <p>Knowledge of current child protection guidance, safeguarding, and health and safety requirements</p> <p>Will respect parents and carers as partners and involve them in the education and learning community of their children</p> <p>Ability to communicate effectively with all members of the school and wider community to facilitate</p>	<p><b>Knowledge/ Skills (Ability to):</b></p> <p>A working knowledge of SEND interventions such as Makaton, Attention Autism, TEACCH, PECS Lego Therapy, Rebound Therapy, colour semantics</p> <p>Successful teaching support in a special needs class/unit/school</p> <p>Experience in delivering first aid, medication, personal/intimate care, behaviour management strategies</p> <p>(candidates must be willing to deliver these areas also take</p>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interview</p>

<p>partnerships between school and home</p> <p>Is prepared to work collaboratively with a wide range of professionals in order to provide the best possible education of pupils</p> <p>Ability to deal with confidential information sensitively and appropriately in line with school and trust policies</p> <p>Is prepared to undertake training appropriate to the role</p> <p>Ability to use ICT/the internet and email to support pupils' learning</p> <p>Able to work on own initiative with parents/carers and the child's community within an agreed framework and set of objectives (L2&amp;3)</p>	<p>part in activities such as swimming)</p> <p>Some experience of planning, monitoring and assessment of pupils' work</p>	
<p><b>Personal Qualities:</b></p> <p>Empathy with the ethos and values of ELA and TCS a commitment to working collaboratively with the Trust and embedding the Trust ethos and values in the school</p> <p>Is enthusiastic about teaching children and young people with special educational needs and disabilities and has a high level of commitment</p> <p>Commitment to young people's wellbeing, safeguarding and development</p> <p>A positive 'can do' attitude, shared with pupils and colleagues to build and sustain a great team ethos</p> <p>High levels of resilience and determination</p>	<p><b>Personal Qualities:</b></p> <p>Minibus driver, or the willingness to complete minibus training (MIDAS)</p> <p>Full UK Driving licence and business insurance</p> <p>Confident swimmer and pool side spotter</p>	<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interview</p>

<p>Role model of best practice, with a professional manner that motivates others and inspires confidence, trust and respect</p> <p>Creative approach to pupil support</p> <p>Flexibility and willingness to adapt quickly and effectively to changing situations/circumstances</p> <p>Open minded and good sense of humour</p>		
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**Melbourn Village College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**