|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Essential | | Desirable | |
| Qualifications and Training | | | | |
| Numeracy/literacy skills (at a level equivalent to NQF Level 2 | √ | |  | |
| TA 2 qualification or equivalent | √ | |  | |
| TA3 qualification or equivalent |  | | √ | |
| SEND qualification / training |  | | √ | |
| First aid qualification/ training |  | | √ | |
| Experience | | | | |
| At least 2 years experience of working with children with SEND | √ | |  | |
| Experience of leading a successful intervention | √ | |  | |
| Successful experience of covering classes | √ | |  | |
| Successful experience of directing/ supporting the work of other adults | √ | |  | |
| At least 2 years experience of working in Early Years and/or KS1 | √ | |  | |
| Professional Knowledge | | | | |
| A high level of understanding about safeguarding in school | | √ | |  |
| An understanding of the role of the Teaching Assistant and other professionals working in the classroom | | √ | |  |
| An understanding of how children develop and learn | | √ | |  |
| Understanding of the Early Years Curriculum | | √ | |  |
| Skills | | | | |
| Having patience and the ability to stay calm in difficult situations | | √ | |  |
| Ability to relate well to children and adults | | √ | |  |
| Ability to work as part of a team | | √ | |  |
| Personal qualities | | | | |
| Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work. | | √ | |  |
| Self motivation and personal drive to complete tasks to the required timescales and quality standards. | | √ | |  |
| The flexibility to adapt to changing workload demands and new school challenges. | | √ | |  |
| Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils. | | √ | |  |

Person Specification: TA3 SEND Permanent