



## Person Specification – Special Support Assistant

### Grade 4 Scale Point 4-6

#### Training and Qualifications

	Essential/ Desirable	Evidence
Willing to undertake Professional Development.	E	A
Teaching Assistant qualification at L2 or equivalent.	D	A
GCSE qualification or equivalent in English and Maths.	E	A

#### Experience

	Essential/ Desirable	Evidence
Previous Classroom Assistant (or similar role) experience.	D	A
Working with children who exhibit challenging behaviour.	D	A
Dealing with emotional situations where children may become distressed.	D	A
Delivering sensory and motor skill interventions.	D	A
Delivering speech and language programmes.	D	A
Experience of Makaton.	D	A
Experience of working with children who have specific difficulties such as ASD, Downs Syndrome, VI,ADHD, restricted mobility etc.	D	A

### Professional Knowledge and Understanding

	Essential/ Desirable	Evidence
To have an understanding of how to support children with Special Educational Needs.	E	A/I/R
The ability to learn and use a range of strategies to deal with classroom and individual behaviour.	E	A/I/R

### Safeguarding

	Essential/ Desirable	Evidence
A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	E	A/I/R
Be willing to familiarise yourself with school policies and procedures in relation to safeguarding and/or child protection.	E	A/I/R

### Personal Skills and Attributes

	Essential/ Desirable	Evidence
The ability to work effectively and collaboratively as part of a team and be a team player.	E	A/I/R
Ability to foster and maintain positive relationships with colleagues, professionals and families.	E	A/I/R
The ability to communicate effectively -both verbally and in writing and to use language and other communication skills that students can understand and relate to.	E	A/I/R
Good interpersonal skills with the ability to relate to and motivate others.	E	A/I/R
The ability to respond calmly and constructively when dealing with students with SEND.	E	A/I/R
Ability to manage time effectively and be punctual, reliable and trustworthy.	E	A/I/R
The ability to seek advice and assistance to meet students' needs.	E	A/I/R

Ability to provide engaging 1:1/1:2 support.	E	A/I/R
Ability and willingness to undertake personal care of children. (this may include intimate care in line with the Academy's Intimate Care Policy)	E	A/I/R
Ability to plan and deliver activities under the direction of the teacher.	E	A/I/R
Organising classroom activities and preparing resources.	E	A/I/R
Have a creative and innovative approach and demonstrate initiative.	E	A/I/R
Be highly flexible and adapt quickly in times of change.	E	A/I/R
Confident and able to challenge and accept challenge in a professional way.	E	A/I/R
A commitment to the development of the Christian character of the school, regardless of their own personal faith position.	E	A/I/R

### Application Form

The form should be fully completed and free from error. A supporting statement should be included.

### Confidential References and Reports

	Essential/ Desirable	Evidence
Positive recommendation from current or most recent employer	E	A/R
Satisfactory DBS clearance and proof of legal working in accordance with the Asylum and Immigration Act 1996	E	Obtained on appointment
Satisfactory health and attendance record	E	A/R

### Training and Qualifications

Key

A=Application Form

I = Interview

R = References