

Person specification: Teaching Assistant Grade 4

	Essential	Desirable			
Qualifications and training	- Level 4+ GCSE in Math's and English (or C+) - Level 2 diploma in a relevant area	- Knowledge and understanding of procedures and policies around confidentiality, data protection and sharing of information - Experience of delivering lessons to small groups of children and individuals with a range of needs including SEN - Safeguarding training - First Aid			
AET Trust values	The successful candidate will be able to meet the attributes of the Trusts Values: <table border="0"> <tr> <td> Aspiration - Inclusive and respectful to all our colleagues - Keen to keep developing and receptive to change - Reflective and learn from mistakes - Solution focused </td><td> Believe - Passionate and have a positive outlook - Confident to share their opinions and ideas and value those of others </td><td> Community - Considerate of all - Welcoming - Adaptable - Understanding of the needs of the wider community - Look after our own and each other's well Being </td></tr> </table>		Aspiration - Inclusive and respectful to all our colleagues - Keen to keep developing and receptive to change - Reflective and learn from mistakes - Solution focused	Believe - Passionate and have a positive outlook - Confident to share their opinions and ideas and value those of others	Community - Considerate of all - Welcoming - Adaptable - Understanding of the needs of the wider community - Look after our own and each other's well Being
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All candidates must be;

- Eligible to work in the UK.
- Open to having the relevant security checks made on them, e.g. an enhanced DBS check.
- Suitable to work with children and young people.

	Essential	Desirable
Knowledge, Experience, Skills and Competency	• Ability to support the teacher in planning, delivering and evaluating learning activities to ensure effective teaching and learning. Ability to give feedback in a constructive manner. • Ability to keep children and young people safe during day-to-day work activities. Ability to assess the balance between safety and risk, challenge and protection and adjust own behaviour accordingly. • Ability to praise and encourage children/young people according to their age, needs and abilities. Ability to deal sensitively with challenging behaviour (in line with setting/school policy and procedures). Act as a role model for positive behaviour. • Ability to interact and respond positively to children, young people and adults. Ability to establish and maintain rapport with pupils. Ability to demonstrate verbal and non-verbal communication skills when dealing with children, colleagues, parents, carers, families and other practitioners. • Someone who is familiar with using visual aids to support and develop interactions. • Be able to create a personalised, child centred approach tailored to the interests and needs child they are supporting.	• Ability to become an effective member of staff. Ability to work effectively with colleagues and other practitioners. Ability to take an active role in developing own skills and expertise. • Ability to help pupils, under the direction of the teacher, to participate in whole class, group and individual literacy and numeracy learning activities. • Ability to operate ICT resources safely and effectively as a learning resource. Ability to access and use learning programs and information. • Ability to encourage and support pupils in using ICT during learning activities and feedback on their progress and response. • Value people equally, supporting an inclusive ethos. • Ability to listen and observe children/young people and share observational findings effectively. • Recognise the importance of creating relationships and liaising closely with family members and professionals, including outside agencies, that are involved.
		• Be familiar with and able to set in motion accident/emergency, safety, safeguarding and welfare procedures, according to school/setting policies and procedures • Ability to adapt learning activities to individual pupils' needs and abilities • Ability to identify the purpose of learning displays and devise design and content accordingly. Ability to create the display with due regard for safety and future maintenance, and to evaluate its effectiveness. • Knowledge and understanding of strategies relating to inclusion, praise, assistance, rewards and sanctions, to use when supporting pupils' learning. • Knowledge and understanding of ICT materials, sources of information and advice, how to adapt the use of ICT for pupils of different ages, needs and abilities. • Knowledge and understanding of literacy and numeracy strategies and resources • Knowledge of the practical application of special educational needs strategies • Knowledge and understanding of how to maintain the health, safety and well-being of pupils when outside the school setting

		• Knowledge of SEND, in particular: communication and Interaction and be able to support development in this area. • Be familiar with Social stories and how these are used to support interactions. • Be familiar with the PACE Approach. • Understand the importance of positive behaviour management
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