



**CORLEY CENTRE**

## **PERSON SPECIFICATION**

### **GRADE 4 TEACHING ASSISTANT**

#### **ESSENTIAL REQUIREMENTS:**

- A commitment to safeguarding children and young people
- Recent experience of working with secondary school-age children
- Recent experience of working within the area of Special Educational Needs
- Recent experience of contributing towards the joint planning and evaluation of teaching and learning activities
- Recent experience of supporting students with autistic spectrum condition
- Proof of literacy and numeracy skills sufficient to assist students' literacy and numeracy up to GCSE level (Equivalent to Level 2)
- Qualified first aider or potential to successfully complete first aid training within the first year of appointment
- Commitment to Continuing Professional Development

#### **KNOWLEDGE AND UNDERSTANDING**

- An awareness and understanding of the difficulties students with special educational needs are likely to face
- Understanding of the issues around safeguarding children and young people
- Understanding of the importance and benefit of establishing positive relationships within the classroom
- Understanding of the need to focus on students as individuals
- Awareness of behaviours and triggers that affect individual learning and progress
- Awareness that all behaviour is an indicator of need
- Knowledge of how the curriculum relates to the age and ability ranges of all students
- Knowledge of how to support students in accessing the curriculum in accordance with their Special Educational Needs
- Knowledge and understanding of students' academic levels and the level at which they function socially, with a commitment to helping them fulfil their potential
- Working knowledge of relevant policies and codes of practice and awareness of relevant legislation

## **ATTRIBUTES**

- Commitment to demonstrating high expectations of and aspirations for our students
- Ability to establish fair, respectful, trusting, supportive relationships with children and young people
- Ability to promote positive behaviour through modelling high level social and communication skills and giving appropriate high quality support
- Ability and willingness to identify own training needs and participate in training and evaluate own learning

## **SKILLS AND ABILITIES**

- Ability to liaise and communicate effectively with others in respect of duties of the post
- Ability to lead small groups of students in learning activities who are identified as more or less able
- Ability to work in liaison with all staff
- Ability to recognise the contribution that parents and carers can make to the development and well-being of our students
- Ability to contribute to the de-escalation and management of challenging behaviour in children and young people
- Ability to work with the teaching staff and other professionals to ensure a coherent team approach within the context of the classroom
- Ability to assist in the development and implementation of strategies to achieve set objectives associated with the curriculum and individual student programmes
- Ability to utilise and deploy equipment associated with Information and Communication Technology, to assist individual and groups of students in their learning programmes
- Ability to support literacy and numeracy activities across the curriculum
- Ability to facilitate students' learning and development through the role of Mentor
- Ability to contribute to planning and delivery of effective intervention for pupils at risk of underachieving
- Ability to observe, monitor and provide written and verbal feedback to individual students in line with school policies