



## Palatine Primary School

Person Specification: Teaching assistant (grade 4)		
	Essential Criteria	Desirable Criteria
Qualifications and Career Development	<ul style="list-style-type: none"> <li>• Educated to GCSE level/ NVQ level 3 or above</li> <li>• A willingness to attend training and learn from others on an ongoing manner</li> </ul>	<ul style="list-style-type: none"> <li>• First aid, basic food hygiene, manual handling or other qualification</li> <li>• Driving license</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• Has integrity</li> <li>• Demonstrates kindness and compassion</li> <li>• Excellent communication and interpersonal skills</li> <li>• Ability to work independently and to use own initiative</li> <li>• Able to take responsibility for own health and wellbeing</li> <li>• Demonstrate high professional values and conduct</li> <li>• Team Player</li> <li>• Open minded and creative</li> <li>• A reflective practitioner</li> <li>• Knowledge and experience of working alongside others with professionalism</li> <li>• Able to take direction and follow guidance from a team leader</li> <li>• Resilience in managing challenging situations and the ability to be able to cope with working with children with complex needs including medical needs.</li> <li>• Prepared to work in a range of settings and circumstances including being involved with physical activities which will include visits to the local</li> </ul>	

	environment, swimming, forest school and soft play as well as undertake personal care as needed.	
Supporting Teaching and Learning	<ul style="list-style-type: none"> <li>• Knowledge and experience of successfully supporting children, young people or adults with learning difficulties, autism and communication difficulties.</li> <li>• Ability to engage, interact and build positive relationships with pupils so they are motivated to learn.</li> <li>• Able to read and follow learning plans, following the direction of a teacher.</li> <li>• Able to write feedback of pupils learning coherently and correctly.</li> <li>• Some knowledge of commonly used resources to support pupils with a range of special educational needs.</li> <li>• Experience of working successfully as part of a team for an end goal.</li> <li>• Knowledge and experience of working within the national curriculum or EYFS</li> <li>• Confident ICT skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of supporting children/pupils with autism and severe learning difficulties in an education setting (EYFS, primary or secondary)</li> <li>• Knowledge of communication approaches to support pupil's access to learning and interaction such as signing, use of symbols, PECS, objects of reference or other methods of communication.</li> <li>• Knowledge and experience of multi – sensory approaches to learning</li> <li>• Knowledge and/ or experience of working with specialist SEN curriculums/ assessment frameworks such as ImpACTS / Trauma informed schools work.</li> <li>• Experience of working to support individuals where initiative and independent planning have been essential i.e. working one to one and responsible for planning and resourcing, working as a key worker.</li> </ul>
Classroom Management and Pupil Welfare	<ul style="list-style-type: none"> <li>• Knowledge and experience of implementing effective behaviour management and strategies.</li> <li>• Knowledge of keeping children safe in education policies and the responsibilities of the individual to uphold this.</li> <li>• Ability to risk assess, maintain safe environments, and follow policy.</li> <li>• Knowledge and experience of how to build positive relationships with pupils and use strategies that build their social,</li> </ul>	<ul style="list-style-type: none"> <li>• A knowledge and experience of trauma informed schools, attachment theory and therapy inspired approaches to support pupils within trauma.</li> <li>• Additional training and experience of successfully supporting behaviour in schools such as Price or other similar behaviour systems.</li> <li>• Knowledge of Government Policies regarding Safeguarding and Health and Safety</li> <li>• Experience of delivering medical care and administering medication</li> </ul>

	emotional and mental health skills and wellbeing.	
	•	