



Palatine Primary School

Person Specification: Teaching assistant (grade 6)		
	Essential Criteria	Desirable Criteria
Qualifications and Career Development	<ul style="list-style-type: none"> • Educated to GCSE level/ NVQ level 3 or above • A willingness to attend training and learn from others on an ongoing manner 	<ul style="list-style-type: none"> • First aid, basic food hygiene, manual handling or other qualification • Driving license
Personal Qualities	<ul style="list-style-type: none"> • Has integrity • Excellent communication and interpersonal skills • Demonstrates leadership skills • Demonstrates kindness and compassion • Significant ability to work independently and to use own initiative • Able to take responsibility for own health and wellbeing • Demonstrate high professional values and conduct • Team Player • Open minded and creative • A reflective practitioner • Knowledge and experience of working alongside others with professionalism • Able to take direction and follow guidance from a team leader • Resilience in managing challenging situations and the ability to be able to cope with working with children with complex needs including medical needs. • Prepared to work in a range of settings and circumstances including being involved with physical activities which 	

	<p>will include visits to the local environment, swimming, forest school and soft play as well as undertake personal care as needed.</p>	
Supporting Teaching and Learning	<ul style="list-style-type: none"> • Knowledge and experience of successfully supporting children, young people or adults with learning difficulties, autism and communication difficulties. • Ability to engage, interact and build positive relationships with pupils so they are motivated to learn. • Able to read and follow learning plans, following the direction of a teacher. • Able to write feedback of pupils learning coherently and correctly • Some knowledge of commonly used resources to support pupils with a range of special educational needs. • Experience of working successfully as part of a team for an end goal. • Knowledge and experience of working within the national curriculum or EYFS • Confident ICT skills • Able to train others and model best practice consistently 	<ul style="list-style-type: none"> • Experience of supporting children/pupils with autism and severe learning difficulties in an education setting (EYFS, primary or secondary) • 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. • Knowledge and experience of multi – sensory approaches to learning • Knowledge and/ or experience of working with specialist SEN curriculums/ assessment frameworks such as ImPACTS / Trauma informed schools work. • 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.
Classroom Management and Pupil Welfare	<ul style="list-style-type: none"> • Knowledge and experience of implementing effective behaviour management and strategies. • Knowledge of keeping children safe in education policies and the responsibilities of the individual to uphold this • Ability to risk assess, maintain safe environments and follow policy • Knowledge and experience of how to build positive relationships with pupils 	<ul style="list-style-type: none"> • A knowledge and experience of trauma informed schools, attachment theory and therapy inspired approaches to support pupils within trauma. • Additional training and experience of successfully supporting behaviour in schools such as Price or other similar behaviour systems. • Knowledge of Government Policies regarding Safeguarding and Health and Safety

	and use strategies that build their social, emotional and mental health skills and wellbeing.	<ul style="list-style-type: none">• Experience of delivering medical care and administering medication
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