Person Specification

**Enhanced Teaching Assistant at Burnhope Primary School**

|  | **Essential** | **Desirable** |
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| **Qualifications and Abilities** | * Specific qualifications and/or training in ASD * Good written and spoken English – GCSE grade C or equivalent * A teaching assistant qualification at NVQ Level 3 or equivalent * Current experience of using ICT to support learning | * HLTA qualifications * Accredited training in ASD (e.g., TEACHH approach; Behaviour Management; Writing Social Stories; Visual Communication System) * Working knowledge of a range of software packages * First Aid * Team Teach or equivalent |
| **Experience** | * Recent experience of successfully working with children with complex needs who are integrated into a mainstream setting * Experience of working with children presenting challenging behaviour * Experience of working within EYFS | * Experience in creating highly differentiated programmes, timetables, behaviour contracts * Experience in using total communication approach (including the setting up of visual communication systems) * Use of a sensory learning environment |
| **Skills and Qualities** | * Sound knowledge of the theoretical framework of appropriate interventions for pupils with ASD in an inclusive mainstream setting * Excellent behaviour management techniques and ways of overcoming barriers to learning * Ability to establish and maintain firm and consistent boundaries * Creativity and imagination – ability to adapt to the needs of the child * An excellent and engaging communicator * Ability to build and form good working relationships with children, parents/carers colleagues and professionals * Excellent organisational skills and ability to meet deadlines * Ability to work on own initiative, and prioritise between conflicting demands | * A commitment to undertake further specialist training as required * Willingness to be involved in extra-curricular activities * Confident use of ICT |
| **Equal Opportunities** | * Commitment to the School’s Equal Opportunities Policy, Special Needs Code of Practice, Disability Discrimination Act, and Every Child Matters * Commitment to the Safeguarding Practices and Procedures |  |
| **Disposition** | * To be interested in children as individuals and how they learn * To display a warm and approachable demeanour * Exhibit a flexible approach and sense of humour * Be empathetic and sensitive to differing viewpoints * To display a professional manner at all times, and in various contexts * To be resilient * To take a full and active role in the life of the whole school |  |