# Person Specification for Support Assistant (Special Needs)

# Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

# Essential

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| 1 | DfE recognised Teaching Assistant qualification, Special Needs Assistant qualification or Nursery Nurse qualification – equivalent to Level 3. |
| 2 | A minimum level 2 Basic Skills (Literacy or Numeracy) or equivalent competency. |
| 3 | Experience of working with children who have SEND. |
| 4 | Experience of working in the Early Years Foundation Stage and/or Key Stage One. |
| 5 | Knowledge of the Birth to 5/Development Matters frameworks and/or the KS1 National Curriculum. |
| 6 | Evidence of continuing professional development related to SEND. |
| 7 | Experience of working as an effective member of a team. |
| 8 | Experience of communicating effectively with families. |
| 9 | Ability to form positive relationships with children who have SEND. |
| 10 | Ability to respond effectively to daily challenges with a patient and measured approach. |
| 11 | Good oral and written communication skills. |
| 12 | A sound knowledge of statutory safeguarding guidance and a willingness to adhere to school policies and procedures to keep pupils safe. |

# Desirable

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| 1 | Experience of working in a SEND Provision and/or in a SEND provision within a mainstream school. |
| 2 | Experience of delivering SEND interventions such as Box Time, Speech and Language Therapy and Occupational Therapy. |
| 3 | Experience of liasing with SEND professionals such as Speech and Language Therapists and Occupational Therapists. |
| 4 | An understanding of assessment, recording and reporting processes in the Early Years Foundation Stage. |

# Part B: Assessment Stage

Items 1 - 8 of the application stage criteria and the criteria below will be further explored at the assessment stage:

# Essential

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| 1 | Setting good standards of behaviour and social interaction. |
| 2 | An understanding and ability to set realistic and challenging targets and be able to assess and review learners’ progress within an area of the curriculum. |
| 3 | Able to communicate effectively with pupils. |
| 4 | Able to engage and motivate SEND pupils in learning activities. |
| 5 | Have positive values, attitudes and have high expectations for all learners. |
| 6 | Be aware of current legislation, policies and guidance on the safeguarding of learners and the promotion of their well-being. |
| 7 | Able to work collaboratively as member of a team, (and as a leader of a team), and contribute to the professional development of colleagues, including the sharing of effective practice. |
| 8 | Able to plan, organise and prioritise and manage time effectively. |
| 9 | Good verbal, interpersonal and leadership skills. |
| 10 | A willingness to contribute to whole school improvement planning. |

# Desirable

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| 1 | An ability to contribute to extra-curricular activities. |

The following methods of assessment will be used:

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| --- | --- | --- | --- |
| **Method** |  | **Method** |  |
| Interview | Yes | Activity with pupils | Yes |