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| **TA Level 3 Person Specification** | **Essential / Desirable** |
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| **Qualifications & Training** |  |
| Level 2 CACHE or NNEB equivalent childcare qualification but with additional relevant qualifications, skills, or experience and willing to train up, with support, to Level 3. | **E** |
| GCSE/O level English & maths at grade C or equivalent | **E** |
| Training Level 3 CACHE or NNEB equivalent childcare qualification | **D** |
| 2 A levels or relevant degree | **D** |
| Team teach Trained | **D** |
| BSL trained | **D** |
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| **Experience** |  |
| Experience of working with children and young people with severe learning difficulties including autism, sensory processing disorder, PDA, behaviours that challenge. | **D** |
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| **Knowledge** |  |
| Knowledge & understanding of principles of child development and learning processes and in particular, barriers to learning. | **E** |
| Understanding of current safeguarding guidance and practice and commitment to promoting the welfare of children and young people. | **E** |
| Full working knowledge of relevant education & SEN polices/codes of practice and awareness of relevant legislation regarding safeguarding and keeping children safe in education. | **D** |
| Working knowledge of relevant assessment and accreditation systems e.g. B Squared, Quest, AFLS, ABLLS-R, ASDAN. | **D** |
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| **Skills & Aptitudes** |  |
| Demonstrate the ability to work constructively as part of a team, understanding roles and responsibilities and own position within these. Demonstrate the ability to contribute effectively to the workload, planning, and responsibilities of a team. | **E** |
| Effective communication skills to promote and develop effective working with children, colleagues, and carers/agencies at an appropriate level to achieve understanding and constructive response. | **E** |
| Ability to maintain confidentiality. | **E** |
| Ability to work on own initiative, including recognition of the appropriate level at which to refer issues elsewhere for effective resolution. | **E** |
| Physical and emotional resilience to support young people who can present with behaviours that challenge and attitudes to use of authority and maintaining discipline. | **E** |
| Skills of empathy, listening, communication and responding with appropriate language to build rapport with children and young people and parents/ carers of a variety of ages, abilities and background. | **D** |
| Ability to maintain appropriate relationships and personal boundaries with children and young people, their parents/carers and families. | **E** |
| Flexible, adaptable, and positive attitude to work. | **D** |
| Proficient in the use of IT | **E** |
| Proven communication and inter- personal skills evidenced by dealing with a diverse range of contacts about potentially complicated and/or sensitive issues. | **D** |
| Aptitude to develop knowledge of the role within an education environment. | **E** |
| Willingness to contribute to the overall ethos of the school acting as a role model and setting high expectations. | **D** |
| Ability to remain calm under pressure whilst demonstrating patience and authority. | **E** |
| Ability to reflect. | **D** |