

TA Level 3 Person Specification	Essential / Desirable
Qualifications & Training	
Level 3 CACHE or NNEB equivalent childcare qualification (E
GCSE/O level English & maths at grade C or equivalent	E
2 A levels or relevant degree	D
Team teach Trained	D
BSL trained	D
Experience	
Experience of working with children and young people with severe learning difficulties including autism, sensory processing disorder, PDA, behaviours that challenge.	D
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 policies/codes of practice and awareness of relevant legislation with regard to 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
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