

Nursery Outreach Teaching Assistant

Person Specification

No	Criteria	Essential or Desirable
I. Qualifications and Training		
1	A level three recognised and relevant professional qualification in early years	E
2	Evidence of recent relevant and sustained training (either external or on-site) to enhance his/her current role (i.e. minimum 20 hours)	E
3	Evidence of training in a care, education or medical setting	D
4	Training in Manual Handling	D
5	Signalong training (Intermediate)	D
II. Experience		
6	Significant experience of working with children within a mainstream nursery or reception class with a range of SEND	E
7	Experience of working as part of a team	E
8	Experience working in both mainstream and specialist nursery setting	D
9	Have previously been a SENDCo within an early years setting or classroom	D
III. Skills and Abilities		
10	Hold a full driving license and have their own transport	E
11	The ability to work unsupervised – to manage own caseload of referred children and manage time effectively	E
12	Identify next steps and set SMART targets	E
13	Proven commitment to following established routines and procedures	E
14	Proven ability in benefiting from practical training and developing a range of specialist skills	E
15	Ability to work supportively and collaboratively with staff and work as part of an effective team	E
16	Good level of communication and literacy skills, including the proven ability to accurately record work	E
17	Ability to present and display pupils' work to a good standard	E
18	Good ICT skills and competencies	E
19	Ability to confidently contribute to the physical wellbeing and management of the pupils and initiate intimate care routines	E
20	Confidence and competence to lead a group session / activity	E
21	Ability to contribute to planning to effectively support the curriculum	E
22	Have led training in previous roles	D
23	Lead training to mainstream setting staff linked to SEND	D
I. Professional Knowledge and Understanding		
24	An excellent knowledge of a range of SEND	E
25	Know and use the Early Years curriculum and tracking documents to monitor children's progress	E
26	A clear understanding of the holistic nature of education and the pastoral and practical care required for pupils with learning disabilities	E
27	A proven commitment to multi-disciplinary working and the contribution of a team approach	E
28	A clear understanding of, and good evidence of adhering to, the effective implementation of safeguarding and health and safety procedures	E
29	An understanding of the concept of confidentiality within a professional setting and evidence of promoting it	E
30	Specialist knowledge of the needs of pupils with specialist needs	E
31	An awareness, understanding and commitment to the pursuit of equality and anti-oppressive practices	D
32	Have specialist knowledge of one or more areas of SEND e.g. behaviour, attachment	D

I. Personal Qualities		
33	Communicate effectively with a range of stakeholders	E
34	Self-motivated and hard working	E
35	Good interpersonal skills enabling the candidate to develop strong working relationships with colleagues, parents and the wider community	E
36	A positive approach to discipline and the management of behaviour within prescribed guidelines	E
37	Ability to address challenges and issues with enthusiasm, sensitivity and a positive approach	E
38	Ability to support colleagues and contribute to a team approach	E
39	Commitment to providing inclusive experiences for all children	E
40	Ability to be self-reflective and open to professional critical appraisal, with an awareness of the validity of others' perceptions	E
41	Ability to inspire trust and confidence	E
42	Ability to remain calm within a busy and pressured environment	E
43	Ability to demonstrate good judgement, show initiative and make decisions	E
44	Honesty and integrity	E
45	A sense of humour	E
46	Ability to naturally nurture self-esteem and value each individual for their contribution	E
47	Willingness to undertake training	E
48	Commitment to extending and enriching provision for pupils within and beyond the school day	D
49	Supportive of staff development, able to respond sensitively to the impact of change on colleagues	D