

FORT ROYAL COMMUNITY PRIMARY SCHOOL

PERSON SPECIFICATION: LEAD TEACHING ASSISTANT – GRADE 3 CLASS BASED

Attributes	Essential	Desirable
Qualifications and Training	<p>A recognised and relevant professional Level 3 qualification or equivalent</p> <p>Evidence of recent relevant and sustained training (either external or on-site) to enhance his/her current role (i.e. minimum 20 hours)</p>	<p>Evidence of training in a care, educational or medical setting</p> <p>Training in Manual Handling</p> <p>Signalong Training (Intermediate)</p>
Experience	<p>Experience of working within an early years setting with children with SEND.</p>	<p>Experience as a carer working with adults or children</p> <p>Experience as a Play Worker, Play Leader or Childminder</p> <p>Experience as a team leader in school or other setting</p> <p>Significant experience of working with children in a specialist setting</p> <p>Experience of working as part of a team in a specialist setting.</p>
Skills and Abilities	<p>The ability to work unsupervised in delivering programmes of work and lead a small team of Teaching assistants</p> <p>Proven commitment to following established routines and procedures</p> <p>Proven ability in benefiting from practical training and developing a range of specialist skills</p> <p>Ability to work supportively and collaboratively with staff and work to support and lead an effective class team</p> <p>Good level of communication and literacy skills, including the proven ability to accurately record work</p> <p>Ability to present, display and record pupils' work to a good standard in their books and in the class environment</p> <p>Good ICT skills and competencies</p>	<p>Additional skills relevant and transferable to an educational / care setting</p>

	<p>Ability to confidently & competently contribute to the physical wellbeing and management of the pupils and initiate intimate care routines</p> <p>Ability to support individual and small groups of pupils, and take full responsibility for the class when required</p> <p>Confidence and competence to lead a group session / activity</p> <p>Ability to contribute to the assessment cycle to effectively support pupil progress</p> <p>Ability to identify strengths and areas of development in your class team of Teaching Assistants, providing support to help them with their practice</p>	
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<p>Professional Knowledge and Understanding</p>	<p>A clear understanding of the holistic nature of education and the pastoral and practical care required for pupils with learning disabilities</p> <p>A proven commitment to multi-disciplinary working and the contribution of a team approach</p> <p>A clear understanding of, and good evidence of adhering to, the effective implementation of health and safety procedures</p> <p>An understanding of the concept of confidentiality within a professional setting and evidence of promoting it</p> <p>Specialist knowledge of the needs of pupils with special needs</p>	<p>An awareness, understanding and commitment to the pursuit of equality and anti-oppressive practices</p>
<p>Personal Qualities</p>	<p>Self-motivated and hard working</p> <p>Good interpersonal skills enabling the candidate to develop strong working relationships with colleagues, parents and the wider community</p> <p>A positive approach to discipline and the management of behaviour within prescribed guidelines</p> <p>Ability to address challenges and issues with enthusiasm, sensitivity and a positive approach</p> <p>Ability to support colleagues and contribute to a team approach</p> <p>Commitment to providing inclusive experiences for all the students</p> <p>Ability to be self-reflective and open to professional critical appraisal, with an awareness of the validity of others' perceptions</p> <p>Ability to inspire trust and confidence</p> <p>Ability to remain calm within a busy and pressured environment</p> <p>Ability to demonstrate good judgement, show initiative and make decisions based on maintaining a safe and supportive environment</p> <p>Honesty and integrity</p>	<p>Commitment to extending and enriching provision for pupils within and beyond the school day</p> <p>Supportive of staff development, able to respond sensitively to the impact of change on colleagues</p>

	<p>A sense of humour</p> <p>A good level of proven organisational skills and competence</p> <p>Ability to naturally nurture self-esteem and value each individual for their contribution</p> <p>Ability to identify your own training needs and a willingness to undertake training.</p>	
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