



**Danson Primary School**  
**Person Specification for Teaching Assistant TA2 SEN Groups and 1:1 Support**

<b>Post: Teaching Assistant TA2 SEN Groups and 1:1 Support</b>			
<b>Attributes</b>	<b>Essential</b>	<b>Desirable</b>	<b>Identify</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good numeracy/Literacy skills</li> <li>• NVQ 2 for Teaching Assistants or equivalent qualifications or experience.</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid at Work Certificate</li> <li>• Training in the relevant learning strategies, e.g. literacy.</li> <li>• SEND training e.g ASD/ADHD</li> </ul>	Application
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Understanding and prior experience of working with and providing strategies for pupils with ASD/ADHD, sensory processing needs.</li> <li>• Recent relevant experience of working with Primary age children.</li> <li>• Working with children with additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Working with outside professionals.</li> </ul>	Applicant & Interview
<b>Training</b>	<ul style="list-style-type: none"> <li>• Safeguarding and Child Protection Training.</li> <li>• Able to complete relevant paperwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Training in the relevant learning strategies, e.g. literacy.</li> <li>• Communication and Language training</li> <li>• Speech and Language training.</li> </ul>	Application
<b>Specific Knowledge</b>	<ul style="list-style-type: none"> <li>• Ability to work positively and sensitively with pupils.</li> <li>• Enthusiasm, commitment and energy.</li> <li>• An understanding of and commitment to equal opportunities for all pupils.</li> <li>• Effective use of ICT support learning.</li> <li>• Basic understanding of child development and learning.</li> <li>• Ability to self -evaluate learning needs and actively seek learning activities.</li> <li>• Ability to work effectively as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of positive behaviour management techniques.</li> <li>• An understanding of basic child protection procedures.</li> <li>• Understanding of relevant policies/code of practice and awareness of relevant legislation.</li> <li>• General understanding of primary curriculum.</li> <li>• Knowledge of sensory circuits, delivering speech and language programme.</li> </ul>	Application & Interview

	<ul style="list-style-type: none"> <li>• Ability to supervise young children.</li> <li>• Approachability</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of intervention programmes to support pupils with different needs.</li> </ul>	
<b>Disposition</b>	<ul style="list-style-type: none"> <li>• Excellent rapport with children.</li> <li>• Self-Motivated.</li> <li>• Innovative and Creative</li> <li>• To be able to communicate effectively with others.</li> <li>• To be able to work as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent organisational skills.</li> <li>• Able to receive and act upon constructive feedback.</li> </ul>	Application & Interview
<b>Personal Circumstances</b>	<ul style="list-style-type: none"> <li>• Support all aspect of school life and wider community.</li> </ul>		Application & Interview
<b>Code of Practice on English language requirement</b>	<ul style="list-style-type: none"> <li>• Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary</li> <li>• Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation</li> <li>• Ability to listen to customers and understand their needs</li> <li>• Ability to tailor your approach to each conversation to be appropriate to the customer, responding clearly with fine shades of meaning, even in complex situations.</li> </ul>		Application & Interview