# **PERSON SPECIFICATION: Specialist Teaching Assistant - The Horizon School**



**THE HORIZON SCHOOL IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS. THIS POST IS SUBJECT TO SAFER RECRUITMENT MEASURES A DISCLOSURE AND BARRING SERVICE (DBS) CHECK WILL BE REQUIRED.**

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| REQUIREMENTS | ESSENTIAL CRITERIA Please indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R) | DESIRABLE CRITERIA Please indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R) |
| **Educational/vocational/ occupational qualifications and/or training**  **Specific qualifications (or equivalents)** | * GCSE Maths and English (F) * Higher Level Teaching Assistant qualification or Level 4 equivalent (F) | * NVQ Level 4 or degree in Education/Child development/psychology/SEN * Training and/or experiences in supporting children with complex SEMH e.g. Team Teach, PACE (F, I) * ELSA Training |
| **Work or other relevant experience** | * Experience of working in a challenging school environment (F,I) * Experience of working with children with challenging levels of behaviour and Complex SEMH to improve participation and attainment (F) * Proven excellence as an HLTA/TA committed to improving children’s learning. (F, I, R) * Experience of working successfully and collaboratively with class teachers. * Experience of planning, preparing and delivering learning activities or interventions to small groups or whole classes. | * A background of working with families/carers in a specialist provision(F/I/R) * Facilitating parents support groups/ networks   Worked alongside other professionals e.g. Educational Psychologists, Speech and Language Therapists, Physiotherapists, OT, CAMHS etc.  (F/I/R) |
| **ESSENTIAL/DESIRABLE CRITERIA WILL BE VERIFIED BY: F = FORM I = INTERVIEW T = TEST(S) R = REFERENCE(S)** | | |

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| **Skills, abilities, knowledge and competencies** | * Experience of working with students with Social, Emotional and Mental Health issues (F,I) * Excellent communication skills (F,I) * Excellent interpersonal skills including the ability to handle situations with tact and sensitivity involving staff and students (F,I) * Excellent behaviour management skills (F,I) * Ability to manage and prioritise workload (F,I) * Effective use of ICT to support learning (F,I) * Understanding of relevant policies/codes of practice and awareness of relevant legislation (F,I) * General understanding of national curriculum and other basic learning programmes/strategies (F,I) * Basic understanding of child development and learning (F,I) * Ability to identify learning needs (F,I) * Ability to scaffold work, in particular in English and Maths (F,I) * Creative problem solving together with willingness to take on and develop and try new approaches and ideas(F,I) * Ability to build positive relationships with children, including those with SEND, in particular, social, emotional and mental health needs (F,I) * Thorough understanding of safeguarding (F,I) * Able to communicate both orally and in writing to students and their parents (F,I) | tieod |
| **Values** | * Genuine commitment to the welfare, happiness and success of children and young people as they mature and prepare for adulthood (I,R) * Commitment to inclusion (I,R) * Commitment to restorative approaches in schools (I,R) * High expectations of self, children and other staff and a commitment to raising standards of achievement and attainment (F, I, R) * Commitment to safeguarding children (F, I, R) | * Commitment to working with key partners, including other schools to address the barriers that impact on learning (F) |
| **Special Knowledge** | * Understanding of the barriers to learning and inclusion experienced by children and young people (F,I) * Secure knowledge and understanding of the needs of secondary age pupils, including those with SEMH. * Secure knowledge of the structure, delivery and content of the curriculum for pupils with SEMH. * Knowledge of all current safeguarding procedures. | * Understanding and knowledge of current educational issues. * Knowledge of the current Framework for Inspection. |
| **General competencies** | * Flexible approach to work by responding to the needs of the school, (F)(I) * Commitment to own continuous personal and professional development (F) * Strong team player, committed to an ethos of continuous improvement (F)(I) * Commitment to equal opportunities and the ability to recognise the needs of different service users (F,I) * Ability to demonstrate sensitivity, integrity and enthusiasm when working with others. (F, I) * Ability to work with pupils and parents sensitively, positively and with a caring attitude. (F, I) * Evidence of being able to build and maintain effective working relationships with staff, governors, parents/carers and the wider community. (F, I) | * Evidence of own continuous personal and professional development (F) |
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**On-going Training Requirements**

The post holder will be required to undertake the following mandatory/essential training at the frequency indicated.

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| **Mandatory/Essential Training** | **Frequency** |
| Safeguarding Training  Prevent Training  GDPR | Annually  Annually  Annually |

Please note all appointments within Hartlepool Borough Council are subject to a declaration of medical fitness by the Council’s Occupational Health Service (having made reasonable adjustments in line with the Equality Act (2010) where necessary.