# **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 CRITERIAPlease indicate in brackets after each criteria how this will be verified i.e. (F), (I), (T), (R)  | DESIRABLE CRITERIAPlease 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
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| **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)
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| **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)
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| **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.
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| **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 TrainingPrevent TrainingGDPR | AnnuallyAnnuallyAnnually  |

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.