

**Person Specification**  
**Post title: Special Support Assistant**



This person specification sets out the essential criteria for this post. It also includes some other criteria, which are not essential but are nevertheless desirable. Candidates applying for the post must meet the essential criteria and should try to provide some supporting evidence in their applications. It is also expected that excellent and unequivocal references could be provided to support candidate's applications.

The successful applicant will also be required to have an enhanced DBS check.

Attributes	Essential Criteria	Desirable Criteria
1. Qualifications and training	<ul style="list-style-type: none"> <li>▪ Relevant Level 3 qualification and experience of working with children with special education needs in an educational setting</li> <li>▪ Good numeracy and literacy (eg minimum GCSE Grade C in English and Maths or equivalent)</li> <li>▪ A commitment to continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional relevant SEND professional development and qualifications</li> <li>▪ Teaching and Learning NVQ Level 3 or equivalent qualification</li> </ul>
2. Experience	<ul style="list-style-type: none"> <li>▪ Recent experience of employment or a training placement in an educational setting in Key Stage 1 or 2</li> <li>▪ Previous experience of working with children with a range of Special Educational Needs</li> <li>▪ Experience of using a range of strategies to support the development of social skills</li> <li>▪ Experience of preparing, planning, delivering and evaluating lessons and work plans under the guidance of a teacher</li> <li>▪ Experience of recording and reporting on pupil and group achievement and progress</li> <li>▪ Understanding of principles of children's development and learning processes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Previous experience of working with children in multiple Key Stages</li> <li>▪ Previous experience of working with children in the Early Years</li> <li>▪ Experience of working with external agencies</li> <li>▪ Experience of working with children who speak English as an additional language</li> <li>▪ Experience of working with children with autism</li> <li>▪ Experience of working with children with physical needs</li> </ul>
3. Skills and abilities	<ul style="list-style-type: none"> <li>• Effective interpersonal and good communication and listening skills and be able to present information verbally and in writing to others.</li> <li>▪ Ability to implement individual learning plans</li> <li>▪ Ability to work effectively under pressure</li> <li>▪ Ability to work effectively as part of a team, making active contributions</li> <li>▪ Skilled in positive behaviour management</li> <li>▪ Ability to assess individual pupil's learning and support their next steps in learning</li> <li>▪ Ability to be able to manage and organise time and resources effectively</li> <li>▪ Commitment to working within organisational procedures and processes in order to meet the required standards for the role</li> <li>▪ Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>▪ Ability to use own initiative</li> <li>▪ Ability to support colleagues</li> <li>▪ Flexible and adaptable to change</li> <li>▪ A solution-focus attitude to problem solving</li> </ul>	

<p>4. Knowledge</p>	<ul style="list-style-type: none"> <li>▪ Knowledge of relevant educational policies, legislation and guidance relation to working with, and the protection of children</li> <li>▪ Knowledge of how young children acquire and develop receptive, expressive and social language skills</li> <li>▪ Good knowledge of a range of strategies to maintain and develop good behaviour</li> <li>▪ Good knowledge of a range of additional needs</li> <li>▪ Knowledge of the National Curriculum and Early Years Framework</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of the principles and approaches of a range of learning skills</li> </ul>
<p>5. Personal qualities and educational values</p>	<p><u>Personal Effectiveness</u>: makes things happen; operates with resilience, flexibility and integrity</p> <p><u>Communication</u>: shares and listens to information, opinions and ideas, using a range of effective approaches</p> <p><u>Self-Awareness</u>: learns continuously and effectively adapts behaviour in response to feedback</p> <p><u>Service Delivery</u>: understands customer needs and responds appropriately and demonstrates continuous improvement</p> <ul style="list-style-type: none"> <li>▪ A commitment to safeguarding children</li> <li>▪ Reliable, efficient and of high integrity</li> <li>▪ Warm, friendly nature, able to establish and maintain good personal relationships</li> <li>▪ A commitment to equal opportunities</li> <li>▪ Commitment to providing high quality education for children</li> <li>▪ Excellent attendance and health record</li> <li>▪ Trustworthy and reliable</li> </ul>	