



PERSON SPECIFICATION – SEN TEACHING ASSISTANT

| Category | Attributes | Essential Criteria | Desirable Criteria | Evidence |
|--------------------------------------|--|---|--------------------|---------------------------|
| Qualifications | <ul style="list-style-type: none"> • Excellent standard of English grammar • GCSE at C+ in English and Mathematics, or the equivalent • NVQ Level 2 or equivalent qualifications • A relevant qualification in Childcare and/or Education | ✓ ✓ ✓ | ✓ | Application |
| Experience | <ul style="list-style-type: none"> • Have experience of working with young children • Have working with children in a school/early years environment • Have experience of supporting children with developmental/mental difficulties | ✓ | ✓ ✓ | Application |
| Knowledge and Understanding | <ul style="list-style-type: none"> • Understand the needs of young children and can provide an inclusive environment • Knowledge of child development and the ways in which children learn • Knowledge of behaviour management strategies • Knowledge of safeguarding | ✓ ✓ ✓ ✓ | | Application and Interview |
| Skills and Personal Qualities | <ul style="list-style-type: none"> • Is calm under pressure, caring and resilient • Understands the importance of physical and emotional wellbeing • Ability to understand and support children with developmental difficulty or disability • Is passionate about the need to ensure high achievement for all groups of pupils • Is able to overcome communication barriers with children and adults • Able to explain tasks simply and clearly and foster independence • Able to suggest alternative ways of helping children if they are unable to understand • Able to supervise children, and adhere to defined behaviour management policies • Able to monitor, record and make basic assessments about individual's progress • Can demonstrate good time management and organisational skills • Able to reflect on gaps in their own experience and develop professional practice | ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ | | Application and Interview |

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