



Hayton C of E Primary School

Primary School Teaching Assistant (SEND) Person Specification

Essential Criteria:

Qualifications:

- Minimum of GCSEs (or equivalent) in English and Mathematics.
- Relevant qualifications such as a Level 3 Teaching Assistant qualification, or be working towards it.
- Training in autism awareness or related special educational needs (SEN).

Experience:

- Previous experience working with children with autism in an educational setting.
- Experience in developing and implementing Individual Education Plans (IEPs).

Knowledge and Understanding:

- A good understanding of autism spectrum disorder (ASD) and the specific needs of children with autism.
- Understanding of the primary school curriculum and child development stages.
- Awareness of safeguarding and child protection policies and procedures.

Skills:

- Excellent communication skills, both verbal and written, with the ability to adapt communication methods to meet the needs of all children.
- Strong organizational skills and the ability to manage time effectively.
- Ability to use positive behaviour management strategies and techniques to support all children.
- Proficiency in using ICT tools to support learning and administrative tasks.
- Ability to support children with varying needs, including those with special educational needs (SEN).

Personal Attributes:

- Patience, empathy, and understanding of the challenges faced by children with SEND and their families.
- Flexibility and adaptability to respond to the changing needs of the children and the school environment.
- A positive and proactive approach to problem-solving and teamwork.

Professionalism

- Commitment to maintaining confidentiality at all times.
- Reliability and punctuality.
- Commitment to continuous professional development and staying updated with best practices in autism support and SEND.

Desirable Criteria:

Qualifications:

- Additional training or certification in specific autism interventions

Experience:

- Experience in working in a primary school setting.
- Experience in working with multidisciplinary teams including speech therapists, occupational therapists, and educational psychologists.
- Experience in organising or supporting extra-curricular activities such as sports, arts, or clubs.

Knowledge and Understanding:

- Understanding of sensory processing issues and strategies to support children with sensory needs.
- Knowledge of different communication methods used by children with autism, such as sign language or alternative communication devices.

Skills:

- Ability to create and adapt resources to support the learning and development of children with autism.
- Competence in using data to monitor and report on student progress and outcomes.

Personal Attributes:

- Enthusiastic and passionate about making a positive difference in the lives of children with autism.
- Creative and innovative in developing engaging learning activities and interventions.