Little Lever School

be kind | work hard | take responsibility

PERSON SPECIFICATION

Department LITTLE LEVER SCHOOL

Job Title TA2 SEND

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
1.	**Skills, Competency and Knowledge**	
1.1	Ability to provide effective support during learning activities through use of appropriate strategies to motivate and challenge pupils	Application Form/Interview
1.2	Ability to interact with, listen to and positively encourage pupils to learn	Application Form/Interview
1.3	Ability to deal with respond calmly and promptly to incidents, safeguarding issues and challenging behaviour, in accordance with role and responsibilities	Application Form/Interview
1.4	Ability to supervise children and young people safely, adapting the learning environment where required according to needs, abilities, and agreed procedures	Application Form/Interview
1.5	Ability to apply agreed behaviour strategies, responding appropriately to incidents in accordance with role and responsibilities	Application Form/Interview
1.6	Ability to provide constructive feedback on a range of issues to colleagues and other professionals	Interview
1.7	Ability to communicate effectively with children/young people and adults, adapting communications styles and approaches to individual needs, abilities and situations. Ability to foster positive relationships between children/young people and with other adults and to recognise and encourage resolution of issues	Application Form/Interview

1.8	Ability to work effectively as part of a team through information-sharing, feedback, problem-resolution and support	Application Form/Interview
1.9	Ability to use self-evaluation and reflection to learn and develop practice	Interview
1.10	Ability to operate ICT resources safely and effectively as a learning resource. Ability to access and use learning programs and information, and to encourage and support ICT during learning activities, feeding back on pupils' progress and response	Application Form/Interview
1.11	Ability to plan and deliver teaching and learning activities to complement, reinforce or extend teaching and learning delivered by the teacher, including when working with the whole class, under the direction of the teacher or accordance with arrangements made by the Principal	Application Form/Interview
1.12	Ability to monitor and provide feedback on pupil participation and progress and evaluate own contribution to the learning activity	Interview
1.13	Ability to structure learning activities, select and prepare learning resources with due regard for ability, inclusion and diversity and learning objectives	Application Form/Interview
1.14	Ability to work collaboratively with the teacher, colleagues and other professionals to support teaching, learning, well-being and transitions	Application Form/Interview
1.15	Ability to identify the purpose of learning displays and devise design and content accordingly. Ability to create the display with due regard for safety and future maintenance, and to evaluate its effectiveness	Interview
1.16	Knowledge and understanding of children and young people's (in relevant age groups) expected patterns of development including physical development, communication, intellectual development and learning, social, emotional and behavioural development	Application Form/Interview
1.17	Knowledge and understanding of the relevant school curriculum and age-related expectations of pupils	Application Form/Interview
1.18	Knowledge and understanding of procedures for maintaining appropriate pupil records	Application Form/Interview

1.19	Knowledge and understanding of literacy and numeracy strategies for relevant age groups	Application Form/Interview
1.20	Awareness of the SEN Code of Practice and of its implications in practice	Application Form/Interview
1.21	Awareness of safeguarding principles and safe working practices and to be able to set in motion appropriate procedures according to school setting/policies	Application Form/Interview
1.22	Relevant experience of working with children in an educational setting (within specified age range/subject area)	Application Form
1.23	**Valuing Diversity** Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage	Application Form/Interview
1.24	**Caring for Customers** Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users	Application Form/Interview
1.25	**Developing Self and Others** Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others' learning and share learning with others	Application Form/Interview
1.26	**Health and Safety** The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk	Interview
1.27	**Confidentiality** To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information	Interview
1.28	**Energy Efficiency** To be aware of the energy efficiency issues in own area of work and throughout the organisation	Interview

2.	Experience/Qualifications/Training etc.	
2.1	Holder of a nationally recognised qualification at Level 2 or above in English/literacy and mathematics/numeracy (GCSE grade C or above). A' Levels desirable	Application Form / Certificates
2.2	Holder, working towards or willing to work towards an NVQ Level 3, BTEC Level 3 or equivalent in Teaching Assistant or Supporting Teaching and Learning in Schools	Application Form / Certificates

3.	Work Related Circumstances – Professional Values & Practices	
3.1	High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form & Interview
3.2	Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form & Interview
3.3	Demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work	Application Form & Interview
3.4	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Application Form & Interview
3.5	Able to liaise sensitively and effectively with parents and carers recognising their role in student learning under the direction of the Director of Inclusion	Application Form & Interview
3.6	Able to improve their own practice through observations, evaluations and discussion with colleagues	Application Form & Interview
3.7	Excellent attendance and health	Application Form

STAGE 2 Will only be used in the event of a large number of applicants meeting the minimum essential requirements

1.1	Training in additional needs strategies' is desirable	Application Form & Interview
Note to Applicants**: Please try to show in your application form, how best you meet these requirements**		

Date Person Specification prepared/updated	October 2026
Person Specification prepared by	HR