



PERSON SPECIFICATION – SEN Support Assistant

Person Specification:	Essential	Desirable	Recruiting Method
Education and Training	<p>High levels of literacy and numeracy</p> <p>Qualified to NVQ Level 2 or equivalent in a relevant area</p>	<p>Qualified to NVQ Level 3 or equivalent in a relevant area</p> <p>Completion of the DfE Induction for Teaching Assistants</p> <p>CLANSA or Cornwall Certificate in SEN</p>	<p>Application</p>
Skills and Experience	<p>Experience of working with children</p> <p>Organisational skills</p> <p>Good communication skills</p> <p>Able to prioritise between different demands</p> <p>Able to work to deadlines</p> <p>Self-motivated, and able to work in a team</p>	<p>Experience of working with SEN children in a school or similar environment</p> <p>Experience of supervising or managing staff</p> <p>Previous experience working with SEN children or adults</p> <p>Previous experience in administering medical procedures / supporting personal care / delivering therapies</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>
Specialist Knowledge and Skills	<p>Knowledge of a particular area of the curriculum or children’s needs (ie: early years, EBD, ALS, literacy, numeracy or ICT)</p> <p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities</p>	<p>Knowledge of a range of issues relevant to special educational needs and child development</p> <p>Able to react and deal effectively with challenging or unpredictable behaviours</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>
Behaviours and Values	<p>Be willing and flexible to work independently in a reasonable manner</p> <p>Constructively support the positive ethos of the school by being self-</p>		<p>Application</p> <p>Interview</p> <p>Assessment</p>

	aware and taking personal responsibility for being part of the broader team Effective team player Trust and Integrity		
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The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

Last Updated June 2022