Person Specification

Teaching Assistant - Scale 4 or 5

Essential	Desirable	Application Form	Interview
Qualifications			
A relevant Level 3 qualification in education, childcare, health or social care (e.g. Supporting Teaching and Learning in Schools)	Level 2 qualification in a related field	**X**	**X** certificates will be checked
English and maths qualifications at GCSE level 4 -9		**X**	
	Paediatric First Aid or Emergency First Aid at Work	**X**	**X**
	Training in trauma-informed or relational practice (e.g. PACE, emotion coaching, attachment awareness)	**X**	**X**
	TeamTeach or equivalent de-escalation/restraint training	**X**	**X**
Experience			
At least 1 year working with children with EHCPs in a mainstream or specialist setting	Experience working with pupils with neurodivergence (e.g. ASD, ADHD) or trauma backgrounds	**X**	**X**
Experience supporting children who display dysregulated		**X**	**X**

behaviour, using co-regulation strategies			
Experience delivering learning interventions and assessing progress		**X**	**X**
Knowledge & Skills			
	Understanding that behaviour is communication, especially in relation to unmet needs, trauma, and neuro-divergence		**X**
	Knowledge of relational approaches (e.g. PACE) and ability to co-regulate with children		**X**
	Ability to identify learning gaps and implement strategies that support pupils in knowing and remembering more		**X**
Understanding of SEMH and how to build emotional regulation and resilience in learners			**X**
Awareness of safeguarding and child protection in a relational context			**X**
Ability to communicate clearly, both orally and in writing		**X**	**X**
Proficient in the use of ICT for learning and administrative tasks		**X**	**X**
Personal Qualities			
Emotionally attuned, sensitive to pupils' needs, and able to remain calm under pressure			**X**

Reliable with excellent attendance and punctuality			**X** **From references**
Flexible and responsive to last-minute changes and pupil needs			**X**
Able to work both independently and as part of a team			**X**
Physically and emotionally resilient to meet the demands of the role, including use of restraint if required			**X**
Positive attitude, sense of humour, and commitment to relational values			**X**
Willing to undertake CPD and reflective practice related to trauma-informed education			**X**
Well-presented and professional in appearance			**X**