



## **Person Specification – Teaching Assistant**

### ***"Where Every Child Can Shine"***

At Earley Springs, we believe that outstanding specialist education begins with outstanding people. We are looking for Teaching Assistants who see possibilities rather than limitations, who presume competence, and who believe that every child deserves the very best educational experience possible.

We recognise that our children do not always learn in a linear way, but we never lower our expectations. Instead, we adapt our support, continually reflect on our practice and work together to ensure every child grows, communicates and achieves.

| <b>Criteria</b>                      | <b>Essential</b>                                                                                                                                                                                               | <b>Desirable</b>                                                                                                                                                                                                                   | <b>Assessment</b>                          |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Qualifications &amp; Training</b> | Good standard of literacy and numeracy (Level 2 or equivalent). Willingness to undertake relevant training and professional development.                                                                       | Level 3 Teaching Assistant qualification (or equivalent). Specialist training such as Makaton, SCERTS, TEACCH, Attention Autism, Intensive Interaction, Team Teach, First Aid or Spelling to Communicate (S2C).                    | Application /<br>Certificates              |
| <b>Experience</b>                    | Experience of working with children or young people in an educational, childcare or care setting. Experience of supporting children with a range of individual needs. Experience of working as part of a team. | Experience within a specialist school or SEND provision. Experience supporting children with communication and interaction needs. Experience working with pupils with EHCPs. Experience supporting personal care or medical needs. | Application /<br>Interview /<br>References |

| <b>Criteria</b>                           | <b>Essential</b>                                                                                                                                                                                                                                                                                                                                          | <b>Desirable</b>                                                                                                                                                                           | <b>Assessment</b>                    |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>Supporting Teaching &amp; Learning</b> | Able to build positive, trusting relationships with children. Able to promote independence whilst providing appropriate support. Demonstrates consistently high expectations for every learner. Able to adapt support without reducing challenge. Able to contribute positively to engaging and personalised learning experiences.                        | Experience supporting communication throughout learning. Experience using visual supports, AAC or sensory approaches. Experience supporting learning through play or practical activities. | Observation / Interview              |
| <b>Professional Values</b>                | Demonstrates a belief that every child can learn and make progress. Understands that learning is not always linear and is committed to continually adapting their practice. Shares the school's commitment to presuming competence and maintaining ambitious expectations for every child. Demonstrates resilience, curiosity and a willingness to learn. | Experience contributing to wider school initiatives or curriculum enrichment.                                                                                                              | Application / Interview              |
| <b>Communication &amp; Teamwork</b>       | Excellent communication and interpersonal skills. Works collaboratively with teachers, families and external professionals. Values the expertise of others and contributes positively to a multidisciplinary team.                                                                                                                                        | Experience supporting colleagues or mentoring new staff.                                                                                                                                   | Application / Interview / References |

| Criteria                                       | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Desirable                                                                                      | Assessment                                                   |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>Personal Qualities</b>                      | Compassionate, patient and emotionally intelligent. Positive, proactive and solution-focused. Professional role model with high standards of integrity. Passionate about making a genuine difference to children's lives. Flexible and resilient when responding to changing situations.                                                                                                                                                                                                                                                        | Experience contributing to wider school life, clubs, enrichment or community events.           | Interview / References                                       |
| <b>Safeguarding &amp; Professional Conduct</b> | Demonstrates an unwavering commitment to safeguarding and promoting the welfare of children and young people. Understands professional boundaries and the importance of maintaining public trust. Demonstrates honesty, integrity and accountability. Willing to undergo all pre-employment safeguarding checks, including an Enhanced DBS with Children's Barred List check, verification of identity, right to work, online searches, health declaration and satisfactory references in line with <i>Keeping Children Safe in Education</i> . | Up-to-date safeguarding and Prevent training. Paediatric or Emergency First Aid qualification. | Application / Interview / References / Pre-employment Checks |

### What We Will Be Looking For

Beyond qualifications and experience, we are looking for people who:

- Believe every child deserves the very best educational experience.
- Presume competence, regardless of how a child communicates or learns.
- See strengths before barriers.
- Maintain consistently high expectations whilst recognising that progress looks different for every learner.
- Are excited by the opportunity to make a genuine difference every single day.
- Are reflective, willing to learn and open to new ideas.
- Thrive within a collaborative team and value the contribution of colleagues and families.
- Place children's wellbeing, dignity and safety at the heart of every decision they make.
- Understand that every interaction with a child is an opportunity to teach, encourage and inspire.

### **Earley Springs Safer Recruitment Statement**

Earley Springs School is committed to safeguarding and promoting the welfare of children and young people. We expect every member of staff to share this commitment and to demonstrate this through their values, behaviours and professional practice.

The successful applicant will be required to satisfy all safer recruitment requirements in accordance with the latest **Keeping Children Safe in Education** guidance. This includes an Enhanced DBS check with Children's Barred List information (where applicable), verification of identity, right to work, online searches, health declaration and satisfactory references. Where appropriate, additional checks will be undertaken in line with statutory guidance.