



TEACHING ASSISTANT (ASD SPECIALIST) PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> A GCSE grade of C or higher in English and Mathematics (or equivalent qualification). NVQ Level 3 for Teaching Assistants A Proficiency in improving basic numeracy and literacy with specialist skills in literacy that will enable you to work with targeted individuals. 	<ul style="list-style-type: none"> Professional qualification relative to post Autism training Sensory processing awareness SEMH experience Current First Aid training
Experience	<ul style="list-style-type: none"> Experience of working with ASD children in a school setting and knowledge of strategies that support Experience of working effectively supporting children in a learning environment. Understanding of principles of child development and learning processes and in particular, barriers to learning. Experience of working with students with English as an Additional Language Experience of working as a TA and the strategies that support The core National Occupational Standards for Supporting Teaching and Learning standards are relevant to this role https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239935/NOS-SUPPORT_for_supporting_teaching_learning.pdf Experience in delivering educational programmes by participating in day-to-day learning activities including individual work programmes for pupils' special educational needs 	<ul style="list-style-type: none"> Experience of relevant learning programmes/strategies /codes of practice. Experience of advising and supporting a team of colleagues.
Professional Learning	<ul style="list-style-type: none"> Commitment to continuing personal and professional learning. 	<ul style="list-style-type: none"> Evidence of recent professional learning

		<ul style="list-style-type: none"> • A willingness to develop formal capability through achievement of NVQ level 3 in an appropriate field.
Knowledge & Skills	<ul style="list-style-type: none"> • Good numeracy/literacy skills. • Ability to communicate and relate to staff, students and parents alike. • Excellent keyboard skills. • Effective use of ICT and technology. • Ability to work constructively as part of the TA support team. • Ability to maintain records and pupil files including evidence of pupil progress. • Ability to maintain confidentiality and to work in line with relevant safeguarding policies and practices. • Ability to act calmly and quickly under pressure or in an emergency. • Ability to communicate effectively with pupils and motivate them to learn. • Ability to effectively support colleagues and contribute positively to the values and ethos of the school and Trust. • Ability to undertake routine tasks under the direction of a teacher/ SENDCo. • Knowledge and experience working with ASD children and the strategies needed to support them • Ability to support other staff and deliver CPD 	<ul style="list-style-type: none"> • Training in the relevant strategies for literacy and/or curriculum or learning area e.g. bi-lingual, sign language, dyslexia. • Training in strategies to support students with English as an Additional Language
Personal Attributes	<ul style="list-style-type: none"> • Flexibility to cope with diverse needs of the role. • Resilience to work under pressure. • Positive, personable and optimistic. • A commitment to be an ambassador for children and young people with ASD. 	

Bannerman Road Community Academy is part of Venturers Trust and is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all staff.