

Person Specification for Apprentice Teaching Assistant

Attributes	Essential	Desirable
Qualifications	Level 2 qualification in Mathematics and English, at grade 4 - 9. For those applying prior to qualification marks, predicted grades of 4-9 in Mathematics and English. If grades are not attained by start date, further training and assessments will be expected via college supporting Apprenticeship, and MUST be attained by end of apprenticeship. Successful application to New College Durham providing L3 Teacher Assistant apprenticeship course. Candidates must be resilient and physically fit to support with pupils who may require moving and handling or regulation support.	• Moving and Handling trained • Administration of Medication • Working knowledge of alternative forms of communication • Team Teach trained
Experience	Via work experience or volunteering the apprentice may have; Experience of working successfully and cooperatively as part of a team within a school for children and young people with one or more of the following: PMLD, SLD, ASD, SEN behavioural needs. Evidence of successfully working with children in the Conductive Education setting or an alternative provision	• Experience of working as part of a team •
Professional Development	Willingness to undertake: Professional development in the education of pupils with PMLD, SLD, ASD and SEN behavioural needs	• Any additional relevant learning / development in working with children with SEND
Skills and Knowledge	Ability to: • communicate effectively in a variety of situations; • work as part of a multi professional team • contribute to planning, delivery, recording and assessment of education and care • to use initiative • listen to and act on advice • put into practice care and medical management plans • display interpersonal skills with children with a range of disabilities	• An understanding of the range of behaviour, needs and abilities that pupils with SEN present • Experience of volunteering / work experience with children beyond nursery age

	• have an understanding of the importance of Safeguarding processes and confidentiality • an understanding of some of the requirements for the care, education, health and welfare of children and young people with either cerebral palsy or ASD • a desire to work with children with PMLD, SLD, ASD and SEN behavioural needs • awareness of sensory difficulties and their management	
Personal Qualities	Ability to: • demonstrate enthusiasm and sensitivity whilst working with others • manage change • work with parents as partners • work creatively to meet the needs of pupils with a wide range of learning difficulties, disabilities, sensory, medical and physical needs and who may also display SEN behavioural needs • evidence of being flexible and adaptable in order to build and sustain effective relationships with staff, governors, parents, other agencies and the wider community • resilience • physically fit and able to carry out moving and handling and regulation activities on a regular basis	