

The Bridge Integrated Learning Space

Person Specification | TA

	Teaching Assistant Scale 3	Teaching Assistant Scale 4	Higher Level Teaching Assistant Scale 6 In addition to SNP:	Outreach/ Behaviour Teaching Assistant SO1 In addition to TA
Experience	Experience of working with children of relevant age in a learning environment Experience of working with children with special educational needs	Significant experience of working with children of relevant age in a learning environment Significant experience of working with children with special educational needs	Experience working with children of relevant age in an SEN learning environment Experience of supporting other staff Successful experience in the use of coaching strategies with colleagues in order to improve learning outcomes Experience of working with families in school/ home settings	Significant experience working with children with autism/ behavior difficulties Experience of supporting other staff Experience of working with families in school/ home settings
Qualifications/Training	Evidence of qualifications at or equivalent to L2 English and Maths	Evidence of qualifications at or equivalent to L2 English and Maths Attended relevant courses	Evidence of qualifications at or equivalent to L2 English and Maths Educated to level 3 with relevant qualifications Evidence of CPD/ accreditation in SEN	Educated to level 3 with relevant qualifications Evidence of CPD/ accreditation in SEN
Knowledge/ Skills	Can use ICT effectively to support learning Proven ability to communicate effectively both verbally and in writing. Good organisational skills including the ability to set and manage priorities Constantly improve own practice/knowledge through self-	Can use ICT effectively to support learning Proven ability to communicate effectively both verbally and in writing. Full working knowledge of relevant polices/codes of practice/legislation Working knowledge and experience of implementing a curriculum Good understanding of child	Planning and delivery of whole organisation CPD activities Ability to lead meetings and deliver written reports in an organisational structure Proven ability to work independently without direct supervision	Evidence of successfully initiating and delivering initiatives and projects in a school setting Experience of delivering training to groups of adults Expert knowledge of autism/behavior Team Teach trainer

	<p>evaluation and learning from others</p> <p>Ability to relate well to children and adults</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p> <p>Demonstrate a commitment to the protection and safeguarding of children and young people.</p>	<p>development and learning processes</p> <p>Good organisational skills including the ability to set and manage priorities</p> <p>Ability to support colleagues</p> <p>Constantly improve own practice/knowledge through self-evaluation and learning from others</p> <p>Ability to relate well to children and adults</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p> <p>Demonstrate a commitment to the protection and safeguarding of children and young people.</p>		
Equal Opportunities		Commitment to implementing the school's Equal Opportunities Policy		
Continuing Professional Development		Willingness to undertake additional training/ staff development as appropriate	Ability to reflect on your own professional practice	Ability to reflect on your own professional practice