



## PERSON SPECIFICATION

## Individual Needs Assistant (INA)

	Essential criteria	Desirable criteria
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>A good standard of education particularly in English and Mathematics (grade C/4 or above).</li> </ul>	<ul style="list-style-type: none"> <li>NVQ Level 2 for Teaching Assistants or equivalent.</li> <li>NVQ Level 3 in a child-related subject or equivalent.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of supporting children in a classroom environment, including those with special educational needs.</li> <li>Experience of using technology to support pupils in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Experience in working with children who have a neurological disorder that affects the part of the brain controlling motor movement and speech.</li> <li>Experience of supporting children 1-to-1 throughout the school day within a secondary environment.</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment.</li> <li>Ability to use language and other communication skills that pupils can understand and relate to.</li> <li>Ability to establish positive relationships with pupils and empathise with their needs.</li> <li>Ability to demonstrate active listening skills.</li> <li>Ability to consistently and effectively implement agreed behaviour management strategies.</li> <li>Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupil to stay on task.</li> <li>Ability to offer constructive feedback to pupils to reinforce self-esteem.</li> <li>Ability to work effectively and supportively as a member of the school team.</li> <li>Ability to work within and apply all school policies eg behaviour management, safeguarding, Health and Safety, Equal Opportunities etc.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of the SEN Code of Practice 2015.</li> <li>Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils.</li> <li>Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.</li> <li>Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills.</li> <li>Ability to assist in the recording of lessons and assessment as required by the teacher.</li> <li>Ability to work flexibly in supporting different subject areas and be open to taking on a subject specialism.</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Ability to maintain confidentiality on all school matters.</li> <li>Willingness to provide practical assistance to a pupil, including physical support where required, and undergo relevant training to support this.</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge</li> </ul>