

# Behaviour Support Assistant Person Specification

Attributes	Essential	Desirable
<b>Qualifications &amp; Training</b>	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>✓ Hold relevant qualifications at a level equivalent to at least NVQ Level 3.</li> <li>✓ Demonstrable levels of numeracy &amp; literacy equivalent to GCSE (A-C) or NVQ Level 2 (or by test).</li> <li>✓ Good Mathematics/English skills</li> <li>✓ Willingness to participate in other development and training opportunities</li> </ul>	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>✓ Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.</li> </ul>
<b>Experience</b>	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>✓ Relevant work experience in a similar background within a primary setting (EYFS, KS1 &amp; KS2)</li> <li>✓ A minimum of two years' experience of working with children (either paid or unpaid capacity) preferably in an education setting.</li> <li>✓ Understanding of relevant policies/codes of practice and awareness of relevant legislation</li> </ul>	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>✓ Experience of working with children with SEN, at primary level</li> </ul>
<b>Abilities, skills and knowledge</b>	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>✓ To be able to maintain effective record keeping</li> <li>✓ Ability to supervise groups of children</li> <li>✓ Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>✓ Ability to support other TA's and support staff.</li> <li>✓ Ability to effectively use ICT to support learning, or to undertake training to do so</li> <li>✓ Effective oral and written communication skills.</li> <li>✓ Excellent interpersonal skills both in working relationship with children and in forming effective professional relationships with a wide range of external agencies.</li> <li>✓ Good organisational and time management skills.</li> <li>✓ Able to form and maintain appropriate professional relationships and boundaries with children.</li> <li>✓ Ability to deal with sensitive information in a confidential manner.</li> <li>✓ An understanding of and a genuine commitment to Equal Opportunities.</li> </ul>	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>✓ Ability to liaise with other agencies and parents.</li> <li>✓ Understanding of First Aid procedures.</li> </ul>
<b>Personal qualities</b>	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>✓ A positive interest in working with children</li> <li>✓ Adaptability</li> <li>✓ Ability and willingness to work constructively as part of a team</li> <li>✓ Ability to work calmly and with patience</li> <li>✓ To build positive relationships with both children, staff and parents.</li> <li>✓ Empathy with children facing barriers to their learning.</li> <li>✓ A commitment to helping children achieve, through education and learning.</li> <li>✓ Emotionally literate</li> <li>✓ To be a positive role model to other staff and pupils.</li> <li>✓ Highly motivated and use of own initiative.</li> <li>✓ A good sense of humour.</li> </ul>	<p>Evidence of:</p>

