PERSON SPECIFICATION: Individual Needs Assistant

INAs are a vital part of the school team. We need to appoint someone to our inclusion team who enjoys working with neurodivergent children with significant needs in support of class teachers and under the line management of the SENCo.

We wish to appoint someone who will be a good role model within the school, displaying a consistency of approach according to the school ethos and policies, for both children and staff.

To achieve this the successful applicant will require the following skills:

| Factors | Essential | Desirable |
| --- | --- | --- |
| Relevant Experience | Experience of working with young children with Special Educational Needs and Disabilities.  Some knowledge of the national curriculum.  Experience facilitating learning activities and interventions with individuals and small groups.  Ability to promote a positive ethos and good behaviour within the classroom and around the school. | Knowledge of the ‘Just Right’ for learning programme, Lego Therapy or other similar interventions.  Extensive knowledge of the needs of children with ASC, ADHD and attachment difficulties.  Experience of adapting planning and activities provided by teachers to the needs of an individual child. |
| Education, Training & Qualifications | At least NVQ3 for teaching assistants or equivalent qualification or experience.  A good understanding of neurodiversity and how neurodivergent children learn.  Willingness to attend any relevant courses / training. | Evidence of continuing professional development.  Relevant further training relating to the role. |
| Skills & Attributes | Good literacy and numeracy skills.  Good communication skills.  Good organisational skills.  Good IT skills. | Training in Outdoor Learning and Forest Schools  Experience in adaptive provision e.g.; cookery, photography or gardening |
| Personal Qualities | Self-motivated and hard working.  Ability to maintain confidentiality  Lots of energy!  Ability to work cooperatively, take / use initiative in the classroom and around the school.  Able to initiate ideas and put them into practice.  Able to support the Christian values and ethos of the school.  Ability to inspire trust and confidence amongst others.  Confidently and **calmly** deal with a range of situations employing diplomacy and confidentiality, when appropriate.  Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people.  Enthusiasm. Commitment. Discretion. Patience. Calmness. Positive outlook. | Personal commitment to the values and ethos of a church school.  Sense of humour. |