



SEND Teaching Assistant- Hospital School

Person Specification

| | Essential | Desirable |
|-----------------------|--|--|
| Qualifications | <p>GCSE grade C minimum (or equivalent) in English and Maths</p> <p>Competent ICT skills and experience</p> <p>Experience of planning for and teaching small groups</p> | <p>A Level or equivalent qualifications</p> <p>Qualification related to teaching, support, or guidance for children and young people</p> <p>Evidence of relevant and recent professional development</p> <p>Recent Child Protection training</p> <p>Experience of using Makaton to support communication Knowledge of assistive technology (for example switches) or adaptive tools.</p> |
| Experience | <p>Recent, relevant experience guiding, supporting, and coaching children and young people in an educational, youth, or social services context</p> <p>Experience supporting one or more core subjects</p> <p>Experience using ICT for administration, assessment, and learning</p> <p>Experience of working with children and young people with special educational needs</p> | <p>Experience planning for, and teaching small groups and 1:1 sessions in early years and primary school settings</p> <p>Experience working with children with Special Educational Needs (SEN) and an awareness of the SEN code of practice</p> <p>Experience working in partnership with parents, carers, and a wide range of external professionals</p> |

| | | |
|---|---|--|
| | <p>Experience of working with parents and a range of professionals</p> | |
| <p>Knowledge & Skills</p> | <p>Excellent communication skills to build highly effective working relationships with pupils, parents, carers, and colleagues</p> <p>Excellent organisational and time-management skills</p> <p>Able to take direction but prepared to take initiative when required and see jobs through independently</p> <p>A good understanding of the needs of young people with complex learning needs</p> <p>A good understanding of the needs of pre-verbal children and confidence in using a variety of low tech and high tech AAC tools.</p> <p>A good understanding of how to use SEND specific teaching strategies, for instance: TEACHH, Attention Autism, Soundbout, See and Learn.</p> | <p>Understands the ethical issues and boundaries regarding sharing information when working in multi-agency partnerships</p> <p>Experience of contributing to and following behaviour support plans.</p> |
| <p>Professional and Personal Qualities</p> | <p>Unwavering commitment to safeguarding and promoting the welfare of children and young people</p> <p>Highly sensitive and empathetic to the complex needs of young people and their families who may be facing life-limiting illnesses</p> <p>Confident in dealing with the unexpected, tackling challenges with energy, resilience, and enthusiasm</p> | <p>Willingness to work across age ranges and across learning needs - from supporting children with moderate learning difficulties to supporting children with PMLD and SLD.</p> |

| | | |
|----------------------------|---|--|
| | <p>Able to take direction effectively, while remaining prepared to take initiative and see tasks through independently</p> <p>Passionate about helping young people to change, overcome barriers, and make positive choices</p> <p>Maintains a strong and professional personal presence</p> | |
| <p>Safeguarding</p> | <p>Has a sound understanding of current safeguarding legislation and guidance (e.g. <i>Keeping Children Safe in Education</i>) and how it applies within a hospital education setting.</p> <p>Demonstrates a strong commitment to safeguarding and promoting the welfare of children and young people, particularly those with complex medical and emotional needs</p> <p>Able to recognise signs of abuse, neglect, or emotional distress, and respond appropriately in line with safeguarding procedures.</p> <p>Maintains professional boundaries while building trusting, supportive relationships with vulnerable learners and their families.</p> <p>Works effectively as part of a multi-disciplinary team, sharing relevant information appropriately to ensure the safety and wellbeing of all pupils.</p> <p>Willing to undertake regular safeguarding training and apply learning in practice.</p> | |