

# SEN 1:1 Support

## Southwick Community Primary School



### PERSON SPECIFICATION

CATEGORY	ESSENTIAL	DESIRABLE
APPLICATION	<ul style="list-style-type: none"> <li>Supported in reference</li> <li>Well-structured supporting statement</li> </ul>	
QUALIFICATIONS	<ul style="list-style-type: none"> <li>NNEB, BTEC National Diploma, NVQ Level 2/3, Cache Level 3, STAC or an equivalent qualification in the teaching and supporting of children.</li> </ul>	<ul style="list-style-type: none"> <li>Any additional relevant qualification or training, for example in relation to Special Educational Needs/ safeguarding.</li> </ul>
EXPERIENCE	<ul style="list-style-type: none"> <li>Worked successfully with children, including Early Years children.</li> </ul>	<ul style="list-style-type: none"> <li>Worked successfully with SEN children.</li> </ul>
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> <li>How young children develop.</li> <li>How to support children who learn differently.</li> <li>How to motivate pupils to complete directed tasks and make progress.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge &amp; understanding of strategies used to support pupils with learning difficulties.</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>Good communication skills, both written and oral, in a variety of situations.</li> <li>Ability to work co-operatively with others.</li> </ul> <p><b>Be able to-</b></p> <ul style="list-style-type: none"> <li>establish supportive relationships with the pupil concerned</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to undertake further training</li> <li>Differentiate tasks and activities making goals clear and achievable.</li> <li>Be able to think outside the box.</li> </ul>

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|  | <ul style="list-style-type: none"><li>♦ promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner.</li><li>♦ monitor the pupil's 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>♦ give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self reliance and self esteem.</li><li>♦ support the pupil in developing social skills both in and out of the Classroom.</li><li>♦ support the use of ICT in learning activities and with specific programmes to support learning.</li><li>♦ provide regular feedback on the pupil's learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted</li><li>♦ Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development</li><li>♦ Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information.</li><li>♦ contribute towards reviews of the pupil's progress as appropriate.</li><li>♦ comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment</li></ul> |  |
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PERSONAL ATTRIBUTES	<ul style="list-style-type: none"><li>♦ A genuine passion and enjoyment for working with children.</li><li>♦ Ability to demonstrate enthusiasm.</li><li>♦ Caring and sensitive attitude towards children, parents and staff.</li><li>♦ Excellent interpersonal skills.</li><li>♦ Well organised.</li><li>♦ Ability to use initiative.</li><li>♦ Calmness, motivation, initiative, flexibility, positive nature, empathy, confidentiality.</li><li>♦ Flexibility and adaptability in order to be able to mix and work with a wide range of people.</li><li>♦ Sense of humour/fun.</li><li>♦ A degree of resilience.</li><li>♦ An excellent team player.</li></ul>	