



### **Teaching Assistant (permanent & fixed term) – Princes Primary School**

Princes is a primary school for pupils with severe learning difficulties. The majority of pupils have an additional diagnosis of autism, and many have medical, physical and sensory needs.

The main school building is situated in Toxteth and we have 3 satellite units based at Matthew Arnold Primary, St Anne's Catholic Primary and our new site in Picton. We currently have 210 pupils and staff can be expected to work across all four sites with EYFS, KS1 and KS2.

Governors are seeking to appoint several highly motivated, energetic, passionate, exceptional practitioners to join our outstanding school (OFSTED 2017). You can find out more about us by visiting [www.princesprimary.com](http://www.princesprimary.com)

Candidates are welcome to attend school for an informal visit.

Princes Primary School is committed to safeguarding, to promoting the welfare of children and adhering to the Equality Act 2010. The successful candidate will be required to undertake an enhanced Disclosure and Barring Service check. To comply with the Asylum and Immigration Act 1996 all prospective employees will be required to supply evidence of eligibility to work in the UK.

Letter in support of application should demonstrate how each aspect of the person specification is met. Application forms to be returned to: Sandra McNulty (School Business Manager) [s.mculty@princes.liverpool.sch.uk](mailto:s.mculty@princes.liverpool.sch.uk)

Closing date for applications will be Friday 10<sup>th</sup> March 2023, with shortlisting taking place Monday 13<sup>th</sup> March 2023. The dates for Interviews to be advised.

## **PERSON SPECIFICATION**

	Essential criteria	Desirable criteria
Qualifications	<p>Level 2 qualification in maths / numeracy and English</p> <p>Excellent communication skills</p> <p>NVQ 2 Supporting Teaching and Learning or equivalent relevant qualification</p>	Qualifications relating to SEN
Experience	<p>Experience of working with children in a school setting.</p> <p>Understanding of the national curriculum.</p> <p>Basic understanding child development.</p> <p>Ability to relate to complex learners</p> <p>Ability to use ICT to undertake pupil record keeping as required.</p> <p>Awareness of procedures relating to safeguarding, health and safety, confidentiality, and data protection</p>	<p>Experience of working with children with severe learning difficulties.</p> <p>Understanding of how the curriculum can be adapted to meet the needs of complex learners.</p>
Skills	<p>Ability to support and promote the school's vision and values</p> <p>Ability to establish good working relationships with all stakeholders</p> <p>Ability to assist with the implementation of IEPs / IBPs</p> <p>Ability to provide detailed, regular, and accurate feedback to the teacher electronically.</p> <p>Ability to provide support for structured and agreed sequences of learning appropriate to the individual needs of the pupils.</p> <p>Computer literate</p> <p>Ability to improve own practice</p> <p>Ability to carry out physical intervention and / or restraint where necessary, in accordance with the school's Physical Intervention Policy</p>	<p>A genuine desire to develop own skills and knowledge through professional development.</p> <p>Experience of dealing with challenging behaviour</p>
Personal attributes	<p>Committed, motivated and passionate about working with children with severe learning difficulties.</p> <p>Positive outlook</p> <p>Good sense of humour</p> <p>Professional work ethic</p>	

Please note:

This work requires emotional and physical resilience.

It involves supporting students in all areas of learning, including therapeutic specialist support, personal care and life skills

The work does involve sitting at low tables or on the floor and may involve lifting or restraint of pupils; there is training available.

The work is in a busy and, at times, noisy environment, with intensive interactions with students with communication and interaction difficulties.

Working with Special Educational Needs pupils requires a particular understanding and appreciation of the individual needs, such as physical limitations, learning, emotional, behavioural and language difficulties or problems with organisation.

The behaviour of such children can be extremely challenging and is therefore emotionally and physically demanding.

The above list of job duties is not exclusive or exhaustive and the post holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the post.