Area	Essential	Desirable
Qualifications and Training	• Good standard of literacy and numeracy. • Relevant Teaching Assistant qualification or willingness to work towards one. • Evidence of relevant learning or professional development. • Basic computing skills for learning support and record keeping.	• Level 2 or Level 3 Teaching Assistant qualification. • Training in SEND, autism, SEMH, communication, sensory needs or positive behaviour support. • Relevant first aid or medical training.
Experience	• Experience of working with primary-aged children • Experience of supporting pupils with SEND within either mainstream or specialist settings • Experience of supporting pupils' emotional wellbeing, behaviour and learning • Experience of working effectively as part of a team	• Experience of working within a specialist provision or SEND Hub • Experience of supporting pupils with EHCPs • Experience of supporting pupils with communication and interaction needs, SEMH needs or sensory needs • Experience of delivering interventions or targeted support • Experience of supporting pupils with intimate care or medical needs
Knowledge and Understanding	• Understanding of inclusive practice and the importance of belonging for all pupils • Understanding of the barriers to learning faced by pupils with SEND • Understanding of positive behaviour support strategies • Understanding of safeguarding and child protection responsibilities • Understanding of the importance of nurture, consistency and strong relationships in supporting pupils with SEND	• Knowledge of a range of SEND needs including cognition and learning, communication and interaction, SEMH and sensory/physical needs • Understanding of trauma-informed approaches • Understanding of strategies to support emotional regulation and anxiety • Understanding of adaptive teaching approaches and personalised support strategies

Supporting pupils	• Build positive, trusting relationships while maintaining high expectations. • Support individuals and small groups, adapting communication and resources to pupils' needs. • Remain calm, patient and supportive in challenging situations. • Encourage independence, confidence and participation. • Follow agreed plans and guidance, observe pupils' responses and provide useful feedback.	• Use visual supports or other communication approaches. • Support emotional regulation and transitions between settings or routines. • Contribute ideas that improve inclusive practice.
Organisation and teamwork	• Move effectively between classes, pupils and activities, including when plans change at short notice. • Organise resources, manage agreed tasks and maintain timely, accurate records. • Recognise competing priorities and seek clarification from the responsible teacher or leader. • Communicate clearly and professionally with colleagues, families and other professionals. • Use initiative within agreed boundaries and recognise when advice or additional support is needed.	• Experience of balancing several support or intervention commitments. • Experience of sharing information across teams to maintain continuity for children. • Confidence using digital devices to adapt resources and support learning.
Personal qualities and values	• Committed to inclusion, safeguarding and improving outcomes for children. • Warm, caring, reliable and professional. • Flexible, adaptable and willing to support colleagues across school. • Resilient and reflective, with a willingness to learn and seek support.	• Interest in contributing to wider school life.

	• A positive outlook and a sense of humour, used sensitively and appropriately. • Committed to the school's vision of "Love to learn and learn to love".	