# Person Specification

 **High Level Teaching Assistant**

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form**. If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | MOA |
|  **Qualifications / Training** |
| Appropriate qualifications, knowledge and skills to Level 2 or above | **** |  | A/C |
| NVQ Level 4 for Teaching Assistant (or recognised equivalent qualification) | **** |  | A/C |
| Other relevant qualifications – e.g. first aid, safeguarding,  |  | **** | A/C |
| Commitment to the Catholic teachings of the school | **** |  | A/I |
|  |
|  **Experience** |
| Significant experience with primary age children and covering whole year groups in the absence of the teacher | **** |  | A/I |
| Current or recent experience in implementing plans to meet the specificneeds of individuals or groups | **** |  | A/I |
| Understanding of the Primary Curriculum | **** |  | A/I |
| Experience of working in partnership with parents. | **** |  | A/I |
| Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other staff. |  | **** | A/I |
|  |
| **Skills and Abilities** |
| Good literacy and communication skills – good interpersonal skills | **** |  | A/I |
| Have experience of, or demonstrate the ability to manage a team including the monitoring, evaluation and prioritisation of others work. |  | **** | A/I |
|  Ability to communicate effectively (both orally and in writing) to a variety of audiences. | **** |  | A/I |
| Ability to support good, well planned, organised and innovative lessons  | **** |  | I |
|  Ability to match teaching strategies to different learning styles/needs to engage all pupils | **** |  | I |
| Proficiency in the use of ICT and the software programmes used in schools (including interactive whiteboard) | **** |  | A/I |
| The ability to contribute to establishing, maintaining and developing positive behaviour, good order and assertive discipline in the classroom  | **** |  | A/I/R |
| The ability to use information and data for purposes of recording, monitoring, evaluation and reporting, using data to accelerate the rate of progress  | **** |  | A/I |
| Commitment to promoting equal opportunities and meeting the special educational needs of pupils | **** |  | A/I |
| Ability to remain calm and deal with competing demands on time managing stress levels | **** |  | I |
| Ability to be reflective and self-critical and to improve own practice through self-evaluation and learning from others | **** |  | I |
|  |
| **Knowledge**  |
| Full working knowledge of relevant policies/codes of practice including school performance management policies. | **** |  | A/I |
| In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years | **** |  | A/I |
| How children and young people learn, develop and progress through life stages and events | **** |  | A/I |
|  |
|  **Personal Qualities** |
| Relates well to pupils and staff | **** |  | I |
| Ability to work effectively as part of a team | **** |  | A/I/R |
| Able to motivate self and others | **** |  | A/I/R |
| Positive outlook and able to respond positively to feedback | **** |  | A/I/R |
| Willingness to be flexible with working hours to respond to the school’s needs | **** |  | A/I/R |
| Calm under pressure | **** |  | A/I/R |
| Well organised | **** |  | A/I/R |
| Passionate | **** |  | I |
| Enthusiastic | **** |  | I |
| Confident | **** |  | I |
|  |
|  **Safeguarding** |
| Commitment to the protection and safeguarding of children and young people | **** |  | A/I |
| Has an up to date knowledge of relevant legislation and guidance in relation to working with young people |  | **** | A/I |

Key: A = Application, I = Interview and assessment, R = Reference, C = Certificate