

STUDLEY COMMUNITY INFANTS' SCHOOL

Person Specification Teaching Assistant – Level 2			
	Essential	Desirable	Evidence
Qualifications	To have achieved English/literacy and mathematics/numeracy to at least level 2 of the national qualifications framework. (GCE O level, GCSE A-C). NVQ 2 for Teaching Assistants	Commitment to further training, such as NVQ3. Other relevant related qualifications. AET Training Team Teach Training	Application form and see original certificates
Experience	Some experience supporting learning of 4 – 7 years old Experience supporting pupils with SEN in range of educational settings.	Nurture Group experience Team Teach Training	Application form References
Skills	Be able to relate well to both children and adults. Have good listening and communication skills. Be able to present information effectively, verbally and in writing, to others. Excellent team worker	Use of Makaton or other systems to support total communication.	Application Form References Interview

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Knowledge and Understanding	<p>Commitment to get to know, understand and apply the school policies.</p> <p>Commitment to develop own learning to support all aspects of post.</p> <p>Have a secure knowledge of teaching of English and Maths, and the wider curriculum.</p> <p>Commitment to using ICT to support teaching and learning.</p> <p>Understanding of importance of planning IEPs for pupils.</p> <p>Be able to transfer theory and training into practice, demonstrating skills of problem solving drawing on relevant experience.</p>	<p>Experience supporting learners with communication, sensory, physical or challenging behaviour difficulties.</p> <p>Experience of record keeping and monitoring pupil progress to ensure success and involving pupils in their own learning</p>	<p>Application form Interview References</p>
Teaching and Learning	<p>Be committed to setting high expectations for pupil's behaviour, use teaching methods which keep pupils engaged, and making effective use of school resources.</p> <p>Be able to support individual or groups of pupils during independent/group work (e.g. explaining tasks, reinforcing key objectives, concepts or vocabulary; using practical apparatus; supporting less able pupils, extending/challenging the more able; assisting in keeping pupils on task, interested, motivated and engaged).</p>	<p>Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management.</p> <p>Ability to use clearly structured teaching and learning activities to interest and motivate pupils and advance their learning.</p> <p>Ability to organise and manage the learning environment to ensure the health and safety of all.</p>	<p>Application Form Interview References</p>

	Essential	Desirable	Evidence
Teaching and Learning	<p>Be able to support pupils in accessing the curriculum through interaction using appropriate language (including other forms of communication, e.g. Makaton) and, with younger pupils, extend play-based learning in both the indoor and outdoor classroom.</p> <p>Able to commit to active involvement in the day-to-day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials as appropriate.</p> <p>Be able to contribute to the assessment of pupils by teachers through observation and reporting.</p> <p>Be able to record information, verbally and/ or in writing, relevant to the assessment and review of pupils' progress.</p>		<p>Application Form</p> <p>References</p> <p>Interview</p>
Personal qualities and attributes	<p>Strong commitment to enable children with SEN and medical needs to be successful and included.</p> <p>Be able to exercise initiative and independent action.</p> <p>Be pro-active in offering ideas.</p> <p>Have empathy with pupils and parents/carers.</p> <p>Be patient, resilient and have sense of humour</p> <p>Effective team worker</p> <p>Flexible and adaptable</p> <p>Take direction but be prepared to take initiative when required.</p> <p>Ability to remain positive and enthusiastic when working under pressure.</p> <p>Comfortable and positive about working with change.</p>	<p>Willing to share responsibility for own professional development</p>	<p>Interview</p> <p>References</p>