

# Teaching Assistant Level 3

## Person Specification

Linked to TA3 Role Profile

<b>Qualifications</b> NVQ level 3 or above qualification (or equivalent) Minimum of GCSE level C or equivalent qualification in English/Literacy and Mathematics/Numeracy	E E	
<b>Experience</b> Experience of working with children Experience of working in a relevant classroom/service environment Experience of Administrative work Experience of supporting pupils with challenging behaviour Experience of supporting children with special educational needs	E E D E E	All criteria to be identified by application form in the first instance and then interview and reference
<b>Knowledge/skills/abilities</b> Ability to relate well to children Ability to work as part of a team Good communication skills Ability to relate well to parents/carers Ability to supervise and assist pupils Time management skills Organisational skills Knowledge of classroom roles and responsibilities Knowledge of the concept of confidentiality First Aid Certificate Administrative skills Knowledge of Early Years Foundation Stage Knowledge of strategies, for example numeracy and literacy Ability to make effective use of ICT Ability to assess development Ability to plan and deliver work programmes Flexible attitude to work Ability to accurately record and report in writing Ability to recognise what needs recording for specific purposes An up-to-date knowledge of the SEND assessment process	E E E E E E E E D E E E E E E E E E	All criteria to be identified by application form in the first instance and then interview and reference
<b>Other</b> Commitment to undertake in service development Commitment to safeguarding and protecting the welfare of children and young people	E E E	All criteria to be identified by application form in the first instance and then interview and reference
<b>Special Requirements</b> To have demonstrated: A high degree of flexibility and personal resilience to enable sudden and unexpected changes from planned timetable - for example to provide general class support when additional support is required for any reason such as staff absence or trips or to provide targeted support because of increased pupil need. A high degree of flexibility and personal resilience to enable	E E	All criteria to be identified by application form in the first instance and then interview and reference

<p>successful working across the whole Academy (e.g. working with YR and with Y6 on the same day)</p> <p>A high degree of personal resilience to enable successful and consistent support for children who exhibit challenging behaviour</p> <p>Excellent task prioritisation and time management skills.</p> <p>The ability to work on own initiative and problem solve</p> <p>A high level of commitment to meeting the differing needs of vulnerable children, including those exhibiting challenging behaviour.</p> <p><b>Specific Tasks</b></p> <p>Working closely with the SENDCo, and learning mentors, to support teachers to manage and implement behaviour improvement interventions across school.</p> <p>To play a significant role in supporting any children who are withdrawn from class.</p> <p>To be responsible for organising the additional support required for some children at playtimes and lunchtimes through liaison with the SENDCo, senior mid-day welfare assistant and class teachers</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	
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