**Employee Specification –Teaching Assistant Level 3**

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The ‘Essential’ requirements indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under ‘Desirable’ requirements are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential but may be used to distinguish between acceptable candidates.

|  | **KEY** | | |
| --- | --- | --- | --- |
|  | **A** | = Application | |
|  | **SP** | = Selection Process | |
| **Person Specification** | **Essential** | **Desirable** | **Method of Assessment** |
| **Knowledge** | | | |
| Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies | ✓ |  | A & SP |
| Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation | ✓ |  |  |
| Experience of working with pupils with a range of complex needs | ✓ |  |  |
| Experience of using appropriate techniques and developing positive relationships with pupils | ✓ |  |  |
| Understanding of classroom roles and responsibilities and your own position within these | ✓ |  |  |
| Understanding of principles of child development and learning processes | ✓ |  |  |
| Awareness of systems to track and record pupil’s individual provision/progress e.g. Individual Learning Pathway Plan, Individual Behaviour Management Plan, EHCP etc. | ✓ |  |  |
| Awareness and understanding of pupil safeguarding and health and safety procedures | ✓ |  |  |
| Experience of leading pupil learning |  | ✓ |  |
| Experience of working 1:1 and/or leading interventions with pupils |  | ✓ |  |
| Contribution to the school community e.g. participation in residentials, educational visits, supported school events etc. |  | ✓ |  |
| **Qualifications** | | | |
| NVQ level 3 for Teaching Assistants or equivalent qualification or experience | ✓ |  |  |
| Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc. | ✓ |  |  |
| Appropriate first aid training |  | ✓ |  |

| **Skills** | | | |
| --- | --- | --- | --- |
| Ability to lead a team | ✓ |  |  |
| Very good numeracy/literacy skills | ✓ |  |  |
| Can use ICT effectively to support learning | ✓ |  |  |
| Ability to work under pressure | ✓ |  |  |
| Strong interpersonal skills and the ability to effectively communicate with a wide range of people | ✓ |  |  |
| Work constructively as part of a team | ✓ |  |  |
| Use of other technology equipment, e.g. video, photocopier |  | ✓ |  |
| Ability to self-evaluate learning needs and actively seek learning opportunities |  | ✓ |  |