



Level 3 Specialist Teaching Assistant Person Specification

Attributes	Essential	Desirable
Health	<ul style="list-style-type: none"> • Good general health • High level of energy and stamina 	
Qualifications	<ul style="list-style-type: none"> • Excellent numeracy/literacy skills • GCSE or equivalent in English & Maths (9 - 4/A-C grades or L2 Functional Skills) • Participate in development and training opportunities 	<ul style="list-style-type: none"> • First Aid qualification • Team Teach • Minibus driver
Experience	<ul style="list-style-type: none"> • Working within primary/secondary or special school setting • Occasional supporting of whole classes for short-term teacher absence 	<ul style="list-style-type: none"> • Working with pupils with SEMH in primary/secondary setting
Knowledge/Skills	<ul style="list-style-type: none"> • Ability to relate well to children and adults • Ability to plan whole cycle of work plans and managing/preparing resources • Able to develop 1-1 mentoring arrangements with pupils and provide support for distressed pupils • Ability to assess pupils to determine those in need of particular help • Work constructively as part of the whole staff team, understanding classroom roles and responsibilities and your own within these • Skills from literacy or numeracy training or another curriculum area/specialism • Can use ICT effectively to support and motivate learning • Use of other equipment technology, photocopier, laminator • Full working knowledge of relevant policies/codes of practice • Ability to de-escalate challenging behaviour and help pupils make choices to manage their own behaviour 	<ul style="list-style-type: none"> • Awareness of outcomes of Every Child Matters • Training in behaviour management
Attitude/Commitment	<ul style="list-style-type: none"> • Able to communicate effectively • Provide a positive role model and support to pupils • Ability to empathise and cope with the demands of pupils with challenging behaviour 	<ul style="list-style-type: none"> • A positive and energetic approach to work • Ability to self-evaluate learning needs and actively



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	<ul style="list-style-type: none">• To have an open minded and flexible attitude to problem solving• To maintain professional working relationships with staff• Show commitment to own professional development	seek learning opportunities.
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