PERSON SPECIFICATION

**St Michael’s CE Primary School**

**School**

**Post Title: Teaching Assistant**

**Reporting to:** Class Teacher

**Grade: Point 4**

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| **Qualifications & Training**  The qualifications and / or training required to undertake the role. | | Essential | Desirable |
| 1 | Level 2 in qualification for teaching assistant | 🗸 |  |
| 2 | Good general education (including at Least grade C in English and Maths GCSE) | 🗸 |  |
| 3 | First Aid qualification |  | 🗸 |
| 4 | Basic Food Hygiene Certificate |  | 🗸 |
| 5 | Minibus driver assessment |  | 🗸 |

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| **Achievement & Experience**  The Level of experience required and / or Length of time the post holder will have been required to undertake the item specified. | |  |  |
| 1 | Experience of supporting children’s learning in a classroom setting or other proven success in working with children |  | 🗸 |
| 2 | Experience of working with children with special educational needs | 🗸 |  |

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| **Knowledge**  The knowledge and Level of understanding the post holder must have of the items specified. | |  |  |
| 1 | Knowledge of all Legislation relating to education |  | 🗸 |
| 2 | Knowledge of safeguarding issues and policies and relevant procedures |  | 🗸 |
| 3 | A working knowledge of relevant health & safety and basic food hygiene requirements |  | 🗸 |
| 4 | Be able to relate easily to a range of children aged 4 – 11 years | 🗸 |  |
| 5 | Have energy, enthusiasm, sense of humour and empathy | 🗸 |  |
| 6 | Be able to operate with an inclusive and equal opportunities framework | 🗸 |  |
| 7 | Have an understanding of the developmental needs of children 4 – 11 years |  | 🗸 |
| 8 | An understanding of Special educational needs | 🗸 |  |
| 9 | The ability to learn and use a range of strategies to deal with classroom and individual  behaviour | 🗸 |  |
| 11 | Experience of using information technology to support children in the classroom | 🗸 |  |

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| **Skills**  The Level of skill that is required to undertake the item specified. | |  |  |
| 1 | Ability to communicate effectively, both verbally and in writing | 🗸 |  |
| 3 | Ability to work on own initiative and unsupervised | 🗸 |  |
| 4 | Excellent interpersonal skills | 🗸 |  |
| 5 | Able to develop effective working relationships | 🗸 |  |
| 6 | Good Literacy and numeracy skills | 🗸 |  |
| 7 | Ability to work as an effective member of a team | 🗸 |  |
| 8 | Ability to supervise small groups or class of children | 🗸 |  |
| 9 | Able to create displays of children’s work |  | 🗸 |
| 10 | Able to support trips outside the school environment | 🗸 |  |
| 11 | Ability to respond calmly and constructively when dealing with children with SEND | 🗸 |  |
| 12 | Ability to seek advice and assistance to meet children’s needs | 🗸 |  |
| 13 | Ability to provide engaging 1:1 support | 🗸 |  |

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| **Qualities and Attitudes**  The qualities and attitude the post holder must demonstrate. | |  |  |
| 1 | Committed to continuing professional development | 🗸 |  |
| 2 | Good timekeeping | 🗸 |  |
| 3 | A commitment to safeguarding and promoting the welfare of children | 🗸 |  |
| 4 | Be willing to familiarise yourself with school policies and procedures in relation to safeguarding | 🗸 |  |

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| **Other**  Any other competencies required to undertake the role. | |  |  |
| 1 | Interest and knowledge in sports, outdoor activities, art/craft or musical activities that can be shared with children in school or in extra-curricular activities |  | 🗸 |