



St Patrick's Catholic Primary School

PERSON SPECIFICATION		POST: TEACHING ASSISTANT (SEND SUPPORT) – GRADE 6	
SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<u>KNOWLEDGE</u> Previous experience of working with/ guiding the learning of children, in a school or preschool/nursery setting Administrative skills and experience GCSE Grade C (or equivalent) in English and Maths Qualification to Level 3 NVQ (or equivalent)	To take a lead role in learning activities	Highly desirable	5
	To help ensure accurate record keeping, monitoring and data collection in respect of pupils' attendance and attainment and information with regards to their special educational needs	Now	4
	To demonstrate a satisfactory level of numeracy and literacy to assist children's learning	Now	5
	To provide the theoretical framework and context for responsibilities and duties of a TA	Desirable	4
<u>MENTAL SKILLS</u> Ability to observe, monitor and analyse learning and outcomes in a practical context Creative ability	To support the review of pupil performance and attainment through observation, monitoring and to provide feedback	With training on systems	3
	To create learning materials, displays and pupil resources that support learning activities	Desirable	2



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<u>INTERPERSONAL & COMMUNICATION SKILLS</u>			
Ability to communicate information and ideas effectively to a range of audiences, particularly children with specific learning and/or behavioural needs, through good written and oral communication skills	<p>To support children's learning</p> <p>To develop and maintain effective working relationships with colleagues, pupils and "partners" of the school (Parents, PSA, Governors, Visitors)</p> <p>To work with a range of children; encourage good behaviour; and deal with any problems arising from breaches of the school's disciplinary rules</p>	<p>Now</p> <p>Ability now; support given</p>	<p>5</p> <p>4</p>
Ability to maintain children's interest and motivation for learning and to maintain discipline	To support colleagues and maintain effective working relationships	Now	5
Ability to work well as a member of a team			
<u>PHYSICAL SKILLS</u>			
Ability to make and use a variety of resources	To support children's learning needs and enable them to access the learning	Desirable; not essential	2
<u>INITIATIVE & INDEPENDENCE</u>			
Working within established procedures, to use own judgement and initiative	To work with children and to deal with unexpected/unusual situations or problems	With support	4
<u>PHYSICAL DEMANDS</u>			
<p>Ability to support children's physical development</p> <p>Ability to ensure children are kept safe</p>	<p>To support children in accessing and using equipment safely and to be able to join in and model physical activities.</p> <p>To be able to keep 'eyes on' a child if they are moving around the school</p>		



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<u>MENTAL DEMANDS</u>			
Awareness of needs/demands of young children and how they act/react	To react to children's needs and demands and to ensure their safety and welfare	Awareness now	4
<u>EMOTIONAL DEMANDS</u>			
Ability to work with, support, understand and empathise with children who will have particular specific needs	To work with individual children who require special/additional support due to physical, learning and / or emotional needs	Ability/aptitude essential now. Training given in specific procedures	5
<u>RESPONSIBILITY FOR PEOPLE</u>			
Understanding of key safeguarding issues and procedures	To ensure correct reporting and monitoring of any safeguarding issues arising across the school; To maintain appropriate levels of confidentiality and data security in respect of personal / pupil / colleague information	Good understanding now – training given in specific school procedures	4
<u>SUPERVISION</u>			
N/A			
<u>FINANCIAL RESPONSIBILITY</u>			
N/A			
<u>PHYSICAL RESOURCES</u>	Some responsibility for safe and secure storage of materials and resources		