**PERSON SPECIFICATION**

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| All post-holders are expected to demonstrate a commitment to Equal Opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms. |

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| **Training & Qualifications. Knowledge & Skills, Characteristics & Competencies** |  |
| |  |  | | --- | --- | | 1. Teaching Assistant qualification |  | | Desirable |
| 2. Evidence of recent Safeguarding training including being fully aware of the guidance in the Keeping Children Safe in Education. | Desirable |
| 3. Understanding of equality of opportunity issues and the Equality Act. | Essential |
| 4. Experience of paid work in education for at least two years | Essential |
| 5. Experience of working closely with children with a range of special needs including Autism and Downs Syndrome | Desirable |
| 5. Knowledge and understanding of intervention work with individual and small groups | Desirable |
| 6. Ability and keenness to promote the school’s positive culture, ethos and aims. | Essential |
| 7. Good understanding of effective procedures for managing and promoting positive behaviour among pupils. | Desirable |
| 8. An understanding of the role of parents and the community in school life. | Essential |
| 9. Ability to develop good personal relationships within a team; making an effective contribution to high morale. | Essential |
| 10. Ability to communicate effectively (both orally and in writing) to a variety of audiences. | Essential |
| 11. Boundless enthusiasm, determination and drive to inspire others to achieve high standards | Desirable |
| 12. A solution-focussed mindset and determined “no-excuses” approach | Essential |
| 13. A personable nature to build effective relationships with parents and all members of the school community | Essential |