

**Person Specification**

**Teaching Assistant – Level 4**

**Grade 5**

**Behaviour/Guidance/Support**

**For this job we are looking for:**

Experience of working with or caring for children of a relevant age.

Experience of working with pupils with additional needs.

Numeracy/literacy skills with a good level of knowledge and understanding (at a level equivalent to NQF Level 2).

NVQ Level 3 for Teaching Assistants or equivalent qualification or experience.

Ability to relate well to children and adults.

Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards).

Ability to work as part of a team.

An understanding of the role of the Teaching Assistant and other professionals working in the classroom.

Ability to use relevant technology eg photocopier.

Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning, including behaviour management strategies.

Understanding the principles of child development and learning processes and in particular, barriers to learning.

Ability to plan effective actions for pupils at risk of underachieving.

Full understanding of the range of support services/providers .

Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.

Ability to self-evaluate learning needs and actively seek learning opportunities.

Willingness to undertake first aid training as appropriate.

The roleholder must have a command of spoken English which is sufficient to enable the effective performance of the role, including the ability to speak with confidence and accuracy and the ability to listen and respond appropriately dependent on the audience.

**Personal Style and Behaviour:**

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.

Personal commitment to continuous self-development.

A commitment to school improvement.

Be willing to consent to and apply for an enhanced disclosure check to the DBS (Disclosure and Barring Service).