



Person Specifications – Teaching Assistants

Characteristics	Essential – Level One	Level Two
Experience	▪ Experience of working with children and young people with in a school or educational setting. ▪ A passion for working with children and young people with Special Education Needs.	▪ Experience of working with children and young people with in a school or educational setting. ▪ Experience of working with children or young people with Special Educational Needs and Disabilities. ▪ Experience in positive behaviour management.
Qualifications and Training	▪ NVQ Level 2 or equivalent qualification in childcare or education, or ▪ Experience in a school environment working with national curriculum and other strategies.	▪ NVQ Level 2 or equivalent qualification in childcare or education. ▪ At least 2 years experience in a school environment working with national curriculum and other strategies.
Knowledge and Skills	▪ Good ICT skills and ability to use ICT to support pupils' learning. ▪ Understanding of relevant policies and awareness of relevant legislation. ▪ Awareness of national and foundation stage curriculums. ▪ Basic understanding of child development and learning. ▪ Ability to relate well to children and adults. ▪ Good communication skills. ▪ Work constructively as part of a team.	▪ Good ICT skills and ability to use ICT to support pupils' learning. ▪ Ability to use other technologies. ▪ Understanding of relevant policies and awareness of relevant legislation. ▪ General understanding of national and foundation stage curriculums and accreditation. ▪ An understanding of child development and learning. ▪ Ability to review learning needs and actively seek learning opportunities. ▪ Ability to relate well to children and adults. ▪ Work constructively as part of a team. ▪ Good communication skills.
Specialist Skills and Knowledge	▪ An awareness of Individual Education Plans.	▪ Ability to work with children and young people that can present challenging behaviours. ▪ A knowledge of Individual Education Plans. ▪ To undertake the role of Key Worker where required.
Personal Qualities	▪ Positive, ambitious and forward-looking. ▪ A commitment to safeguarding and promoting the welfare of children and young people. ▪ Treat all people equally, fairly with dignity and respect. ▪ A commitment to equal opportunities in the workplace and the community. ▪ A commitment to anti-discriminatory and anti-oppressive practice. ▪ Conscientious, honest and reliable. ▪ Ability to work as a member of a team. ▪ Commitment to high standards. ▪ Awareness of the need to maintain confidentiality. ▪ A willingness to undertake mandatory training. ▪ A willingness to develop own learning, understanding and	▪ Positive, ambitious and forward-looking. ▪ A commitment to safeguarding and promoting the welfare of children and young people. ▪ Treat all people equally, fairly with dignity and respect. ▪ A commitment to equal opportunities in the workplace and the community. ▪ A commitment to anti-discriminatory and anti-oppressive practice. ▪ Conscientious, honest and reliable. ▪ Commitment to high standards. ▪ Awareness of the need to maintain confidentiality. ▪ A willingness to undertake mandatory training. ▪ A willingness to develop own learning, understanding and skills.



	skills.	
Personal Circumstances	▪ A criminal records check at enhanced level. ▪ Exempt from the Rehabilitation of Offenders Act 1974.	▪ A criminal records check at enhanced level. ▪ Exempt from the Rehabilitation of Offenders Act 1974.
Physical Requirements	▪ No serious health problem which is likely to impact upon job performance; (that is, one that cannot be accommodated by reasonable adjustments) ▪ Good sickness/attendance record in current and previous employment, college or school as appropriate (not including absences resulting from disability).	▪ No serious health problem which is likely to impact upon job performance; (that is, one that cannot be accommodated by reasonable adjustments) ▪ Good sickness/attendance record in current and previous employment, college or school as appropriate (not including absences resulting from disability).