**TEACHING ASSISTANT**

**PERSON SPECIFICATION**

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| **CRITERIA** | **QUALITIES** | **METHOD OF ASSESSMENT**  Application (A) Reference (R) Interview (I) Observation (O) |
| **Qualifications  and training** | * GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths * NVQ Level 2 or equivalent qualification or experience | A R  A R |
| **Experience** | * Experience working in a school environment or other educational setting * Experience working with children / young people with special educational needs (SEN) * Experience planning and delivering learning activities | A I  A I O  A I O |
| **Skills and knowledge** | * Good literacy and numeracy skills * Good organisational skills * Ability to build effective working relationships with pupils and adults * Skills and expertise in understanding the needs of all pupils * Knowledge of how to help adapt and deliver support to meet individual needs * Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils * Excellent verbal communication skills * Ability to work as part of a team and to be flexible in their approach to daily routines * Active listening skills * The ability to remain calm in stressful situations * Knowledge of guidance and requirements around safeguarding children * Good ICT skills, particularly in using ICT to support learning | A I O  A I O  A I O R  A I O  I O R  A I R  A I O  A I O R  A I O R  I O  I O  A I  A R |
| **Personal qualities** | * Enjoyment of working with children * Sensitivity and understanding, to help build good relationships with pupils * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school * Commitment to maintaining confidentiality at all times * Commitment to safeguarding pupil wellbeing and equality * Resilient, positive, forward looking and enthusiastic about making a difference * Capacity to inspire, motivate and challenge children and young people | A I O R  A I O R  A R O I  A I O  A R I  A R O I  A R O I  A I  A R I |