



## Person Specification TEACHING ASSISTANT

Selection for interview will be based on the criteria outlined in this form. At each stage of the process an assessment will be made by the appointment panel to determine how far the criteria have been met. Candidates who do not meet asterisked (\*) criteria will not be considered.

Criteria should be addressed on the application form in the personal statement as indicated. Criteria will be further tested later in the process through interviews and other methods such as teaching a small group of pupils.

When completing your statement of application, you should ensure that you provide supporting evidence of how you meet the criteria through reference to recent work or other relevant experience.

### 1. Education, qualifications and training

- \* (a) Good spoken and written English and numeracy skills.
- \* (b) GCSE Maths and English qualifications of A - C/4-9 grade or equivalent.
  - (c) Training in relevant learning strategies e.g. English and maths.
  - (d) NVQ 2 for Teaching Assistants or equivalent qualifications or experience.
  - (e) Training in supporting children with SEN, including the delivery of specific interventions.

### 2. Experience

- \* (a) Working with or caring for children of relevant age in an educational setting.
  - (b) Experience of working with children in an educational setting with a wide variety of learning needs including pupils with special educational needs, pupils with English as an additional language and children from challenging or disadvantaged home circumstances.
  - (c) Experience in delivering interventions, including small group and 1:1 work.

### 3. Skills and abilities

- \* (a) Ability to relate well to and build effective working relationships with children and adults.
- \* (b) Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
  - (c) Ability to evaluate learning needs of children and actively seek learning opportunities for them.
  - (d) Ability to use positive behaviour management strategies to maintain high expectations of all.
  - (e) Effective use of ICT to support learning.
  - (f) Use of a range of equipment and technology.
  - (g) Ability to initiate and join in with playground and indoor games.
  - (h) Ability to support and encourage children to eat well at lunchtimes.
  - (i) Ability to train as a first aider.

### 4. Knowledge and Understanding

- \* (a) General understanding of national curriculum and other basic learning programmes/strategies.
  - (b) Basic understanding of child development and learning.
  - (c) Knowledge and understanding of special educational needs and a willingness to extend this.
  - (d) Knowledge and understanding of children's social and emotional needs.

### 5. Commitments

- \* (a) Commitment to all aspects of inclusive education.
- \* (b) Commitment to achieving high standards, accelerating progress, promoting independence and challenging all pupils.
  - (c) Commitment to encouraging participation of parents/carers and the wider community in the life of the school.