  
TEACHING ASSISTANT PERSON SPECIFICATION

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| **ATTRIBUTES**  **/REQUIREMENTS** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| **EDUCATION, QUALIFICATIONS AND VOCATIONAL TRAINING** | Willingness and ability to obtain and/or enhance qualifications and training for development in the post.  GCSE in Maths and English or equivalent grade C or equivalent. Ability to demonstrate appropriate skill levels of oracy, literacy and numeracy in all areas.  Willingness to undertake professional development related to the role. | NVQ level 2 minimum. First Aid Certificate.  Evidence of continued professional development related to the role. | Examination of Certificates Application Form  Interview |
| **RELEVANT EXPERIENCE** | Genuine interest in working in a primary setting and supporting the needs of pupils. | Previous experience working in a classroom environment within all primary stages and with SEN children.  Use of ICT to support learning. Previous experience of supporting pupils with educational, medical,  emotional or behavioural needs. | Application Form Interview References |
| **KNOWLEDGE AND SKILLS** | Good oracy, literacy and numeracy skills. A secure understanding of and commitment to safeguarding practice in schools.  Evidence of a strong commitment to inclusive practice and the development of the whole child.  The ability to build strong relationships with  all stakeholders including staff, children and parents. | Knowledge of national curriculum and other learning programmes. SEN/Specialist Subject Area.  Experience of planning and preparation of a range of intervention strategies. | Application Form Examination of Certificates Interview  References |

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| **PERSONAL CHARACTERISTICS** | High expectations of self and others. Highly reflective and the desire to continually develop as a professional. Ability to relate well to children and adults and work as part of a team.  Ability to develop supportive relationships with parents/carers.  Commitment to working within a child protection culture and promotion of a safeguarding culture.  A calm, flexible, pleasant and sympathetic manner.  Commitment to provide a high level of care and support to meet the individual needs of pupils, whether this be an educational, medical, emotional or behavioural need.  Effective organisational skills. | Personal interests and skills which can be used to enhance a specific delivery of either a curriculum area or an activity.  Commitment to working within a child protection culture and promotion of a safeguarding culture. | Application Form Interview References |
| **CONTRA-INDICATORS** | **A satisfactory record check being undertaken by the Disclosure and Barring Service** | | |