**Person Specification – Teaching Assistant**

*This person specification should be used in relation to the relevant Job Description*

|  | **Essential** | **Desirable** |
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| **Qualifications** | The Teaching Assistant should have:   * good basic education to GCSE level (A-C) in literacy and numeracy, or the equivalent | In addition, the Teaching Assistant might have experience of:   * A relevant qualification in Childcare and/or Education |
| **Experience** | The Teaching Assistant should have:   * Experience of working with young children in an education setting | In addition, the Teaching Assistant might have experience of:   * Experience of working with young children with challenging behaviour * being a paid worker in play schemes, crèches, after-school clubs or similar. |
| **Knowledge and Understanding** | The Teaching Assistant should have knowledge and understanding of:   * the needs of young children; * child development and the ways in which children learn; * the roles played by various adults in a child’s education; * behaviour management strategies; * questions related to equal opportunities. * Specialism knowledge and understanding of children with challenging behaviour. |  |
| **Skills** | The Teaching Assistant will be able to:   * help professional staff to achieve their objectives; * assist children on an individual basis, in small group and whole class work; * explain tasks simply and clearly and foster independence; * supervise children, and adhere to defined   behaviour management policies;   * accept and respond to authority and supervision; * work with guidance, but under limited supervision; * liaise and communicate effectively with others; * demonstrate good organisational skills; * reflect on and develop professional practice; * display work effectively, and make and maintain basic teaching resources. | In addition, the Teaching Assistant might also be able to:   * demonstrate the skills related to working with children with challenging behaviour * monitor, record and make basic assessments about individual progress * suggest alternative ways of helping children if they are unable to understand; * describe, in simple terms, the process of behaviour management with children; * identify gaps in their own experience that they need help in filling; * demonstrate the ability to learn and adapt from past experience. |