**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
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| **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
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| **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
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| **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
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When writing the supporting statement **please ensure** that you have **covered all the points** **below in order.** Please give personal examples to support the points, which make clear your role and responsibilities.