

Person Specification: Teaching Assistant

	Essential	Desirable
Qualifications and experience	<p>Good basic education to GCSE level in literacy and numeracy to Grade C or above, or the equivalent</p> <p>And</p> <p>Qualification in Childcare and Education</p> <p>OR</p> <p>Minimum of three years satisfactory experience, demonstrating a wide range of strategies for supporting children in the classroom.</p>	<p>As a minimum NVQ level 3, Childcare in Education, City and Guilds Advanced Certificate in Learning Support</p> <p>Training undertaken on a variety of learning and behaviour-management strategies.</p> <p>Experience of working with children who have a wide variety of educational needs</p> <p>First Aid</p>
Knowledge and understanding	<p>The TA should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • support mechanisms for teaching staff; • the Foundation Stage and National Curriculum structure. • How children develop; • How to support children in literacy and numeracy; • Supporting children with Special Educational Needs; • How children learn and how to motivate them. 	<p>In addition, the TA might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> • the different ways in which children learn; • behaviour-management strategies.
Skills	<p>The TA will be able to:</p> <ul style="list-style-type: none"> • contribute to a range of teaching, learning and pastoral activities; • help the class teacher to plan, monitor and assess; • take responsibility, with minimum supervision, for delivering work programmes over an extended period to groups of children. • Work with an individual or a group; 	<p>In addition, the TA should also be able to:</p> <p>Monitor, record and make basis assessments about individual progress</p> <p>Suggest alternative ways so helping children if they are unable to understand;</p> <p>Describe, in simple terms, the process of behaviour management with children;</p>

	<ul style="list-style-type: none"> • Reinforce teaching points during teacher input; • Clear up misunderstandings and sort out misconceptions; • Teach new concepts as agreed with the class teacher; • Model acceptable behaviour; • Provide strategies for spelling, reading, number skills; • Extend children's thinking skills; • Assess children's understanding of text and reading skills; • Assess children's understanding of maths concepts; • Discuss with children their understanding of learning objectives; • Suggest ways of developing learning; • Encourage good social skills; • Update assessments and Individual Education Programmes; • Liaise with the SENCO • Take an active involvement in medium-term planning. 	<p>Identify gaps in their own experience that they need help in filling;</p> <p>Demonstrate the ability to learn and adapt from past experience.</p>
Personal characteristics	<div> Calmness Communicative Enthusiasm Initiative </div> <div> Confidentiality Empathy Flexibility Supportive </div>	