**Person Specification**

**Teaching Assistant Level 1**

**To support your application candidates should be able to sow evidence of the following:**

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| **Criteria** | **Essential** | **Desirable** |
| *Qualifications* |  |  |
| Good numeracy and literacy skills, GCSE English and Mathematics level C or above. | √ |  |
| Relevant professional qualification in specialism |  | √ |
| ***Experience*** |  |  |
| Experience of supporting pupils with special educational needs in a classroom environment | √ |  |
| Knowledge and experience in the specialism to support student development and an understanding of the ways in which students (especially those with significant and complex needs) learn | √ |  |
| Knowledge and experience in this specialism to be able support and promote students to develop as independent learners | √ |  |
| The ability to accurately record and report on pupils’ progress | √ |  |
| Experience of using Information Technology to support pupils in the classroom | √ |  |
| **Personal Skills and Attributes** |  |  |
| Ability to support the emotional, physical and educational development of pupils | √ |  |
| Patience and resilience | √ |  |
| Ability to plan effective actions for pupils at risk of underachieving | √ |  |
| Understanding of principles of child development and learning processes | √ |  |
| Ability to safeguard and promote the welfare of children | √ |  |
| Ability to work constructively as part of a team and be able to demonstrate initiative | √ |  |
| Good verbal and written communication skills | √ |  |
| Good organisational skills | √ |  |
| Ability to relate well to and communicate effectively with children | √ |  |
| Ability to maintain effective working relationships with work colleagues, parents, guardians etc | √ |  |
| **Safeguarding and Promoting the welfare of children. At interview candidates should be able to demonstrate:** | | |
| Demonstrate the ability to form and maintain appropriate relationships and personal boundaries with children | | |
| Emotional resilience in working with challenging behaviours | | |