

PERSON SPECIFICATION

JOB TITLE	GRADE	SCHOOL	SERVICE AREA
Teaching Assistant	Level 2 or 3, Grade 4 or 5	Sandy Lane Nursery and Forest School	Families and Wellbeing Directorate

'Sandy Lane Nursery and Forest School, as an aware employer, is committed to safeguarding and protecting the welfare of children as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Borough Council on its behalf.'

NOTE TO APPLICANTS

Whilst all points on the specification are important, those marked 'E' (essential) are the key requirements. You should pay particular attention to these points and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.

(*See grid overleaf)

CRITERIA	NECESSARY REQUIREMENTS	* M.O.A.
<p>EXPERIENCE (Required to do the job) Consider type, paid, unpaid, depth</p>	<ul style="list-style-type: none"> • General awareness of inclusion, especially within a school setting • Previous recent extensive experience as Teaching Assistant • Previous experience of work in a childcare setting • Full and relevant qualification – see DfE criteria • Experience of working as a key worker • Experience of writing/contributing to Personal Plans (PPs) • Experience of working with 2-year olds and those with SEND 	<p>E A, I</p> <p>E A, C</p> <p>E A, I</p> <p>E A, C</p> <p>E A, I</p> <p>D A, I</p> <p>D A, I</p>
<p>SKILLS AND ABILITIES Consider level and type, eg, written, verbal, numerical, supervisory or other job-related skills including suitability to work with children and/or vulnerable adults</p>	<ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to build effective working relationships with all pupils and colleagues • Ability to promote a positive ethos and role model positive attributes • Ability to work with children at all levels, regardless of specific individual need • Good personal numeracy and literacy skills • Working knowledge of ICT • Ability to converse at ease with customers and provide advice in accurate spoken English • Ability to form and maintain appropriate relationships and personal boundaries with children and families • Emotional resilience in working with challenging behaviours • Responsible attitude to use of authority and maintaining discipline 	<p>E A, I</p> <p>E A, I</p> <p>E A, I</p> <p>E A, I</p> <p>E A, I</p> <p>D A, I</p> <p>E A, I</p> <p>E A, I</p> <p>E A, I</p> <p>E A, I</p>

CRITERIA	NECESSARY REQUIREMENTS	* M.O.A.
<p>EDUCATION, QUALIFICATIONS and KNOWLEDGE Consider level and type, eg, vocational training, job-related</p>	<ul style="list-style-type: none"> • Sound understanding of Early Years' Foundation Stage and other basic learning programmes/techniques E • Working knowledge of effective use of ICT to support learning E • Full and relevant qualification – IMPORTANT: see DfE criteria for children's learning/development E • Training in literacy and numeracy strategies D • Experience of working with children with SEND D • Experience of the use of basic technology/photocopier/interactive whiteboard e-learning portfolio (Tapestry) D • Willingness to participate in relevant training and development opportunities E • Willingness to undertake training for first aid in-house administration E 	<p>A, I A, I A,C,I A, I A, I A, I I I</p>
<p>OTHER REQUIREMENTS Hours of work, rota patterns, working conditions, location and the requirement to drive should be stated if essential to the job</p>	<ul style="list-style-type: none"> • Enhanced DBS Disclosure is required to do this job E • Working as a teaching assistant, 37 hours per week, term time only E 	<p>C A, I</p>
<p>COMMITMENT TO EQUALITY AND DIVERSITY Consider the level of understanding and knowledge required</p>	<ul style="list-style-type: none"> • Ability to understand and demonstrate a commitment to equality and diversity E • High expectations; respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements E 	<p>I A, I</p>
<p>COMMITMENT TO SERVICE DELIVERY/CUSTOMER CARE Consider level of knowledge required</p>	<ul style="list-style-type: none"> • Actively contribute to the school's continued development (SIP) E • Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners E • Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work E • Ability to work collaboratively with colleagues, and carry out the role effectively, knowing when to seek help and advice E • Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning E • Ability to improve their own practice through observations, evaluation and discussion with colleagues E 	<p>A, I A, I I A A A, I</p>

METHOD OF ASSESSMENT (* M.O.A.)

A = APPLICATION FORM, C = CERTIFICATE, E = EXERCISE, I = INTERVIEW, P = PRESENTATION, T = TEST, AC = ASSESSMENT CENTRE