**PERSON SPECIFICATION: Teaching Assistant**

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| **ATTRIBUTES** | **ESSENTIAL CRITERIA** | **DESIRABLE CRITERIA** |
| **KNOWLEDGE & QUALIFICATIONS** | * Knowledge and understanding of classroom roles and responsibilities and own position within these. * Up to date, working knowledge of the required areas of the national curriculum. * Understand relevant policies, guidance and legislation with a commitment to keeping abreast of developments, including latest safeguarding guidance. * An understanding of learning processes, barriers to learning and behaviour management strategies to facilitate delivering learning activities effectively. * Good literacy and numeracy competency (evidenced by GCSE Maths and English at grade C or above, equivalent qualifications or experience). * Demonstrates knowledge in line with relevant NVQ level 2 in supporting teaching and learning. * Trained in first aid and administration of medication, or commitment to undertake the training. | * NVQ for Teaching Assistants Level 2 or above, or equivalent. * Possesses NVQ level 2 qualification or equivalent qualification/ experience. * Forest school trained |
| **SKILLS & EXPERIENCE** | * Able to engage students on a one to one or group basis, manage behaviour while delivering particular interventions. * Effective use of IT to support students. * Works collaboratively and effectively as part of a team to ensure best outcomes for children. * Demonstrable skill at working inclusively and effectively with all students, adapting and responding to individual needs, including those of SEND students, students with additional needs and disabilities. * Adheres to strict confidentiality requirements. * Patient and remains calm in challenging situations; makes sound decisions when under pressure. * Caring and understanding attitude, sensitive and responsive to the needs of children and their parents/ carers. * Emotional intelligence and resilience. * Hard working, flexible and reliable. * Confidence to work independently, delivering certain learning activities to groups of students/ individuals, under the overall direction of the class teacher. * Commitment to continuous improvement through professional development, self-evaluation and awareness. * Role model the positive values, attitudes and behaviour expected of students. * Commitment to and able to work in a way that promotes and respects equal opportunities and diversity. * Commitment to and able to work in a way that promotes the safety and well-being of children and young people. | * Ability to use education specific IT systems * Experience of or willingness to train, in order to offer personal care support to students with a physical disability (where relevant). * Interest and/or experience in Autism * Willingness to develop as a practitioner |