PERSON SPECIFICATION FOR TEACHING ASSISTANT LEVEL 2

Stallingborough CE Primary School

YOUR INTERVIEW WILL BE CONDUCTED AROUND THIS SPECIFICATION

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|  | **Essential** | **How measured** | **Desirable** | **How measured** |
| Experience | * Recent experience of working with children/young people * Recent experience of working within a school environment * Recent experience of helping create an effective learning environment. * Experience of supporting pupils with special educational needs | A/I/R A/I/R  A/I/R  A/I/R A/I/R | * Experience in more than one Key Stage / phase * Experience of supporting with end of KS1 or 2 SATs preparation. * Experience of working with pupils with identified special needs i.e. dyspraxia, Dyslexia, ADHD or ASD | A/I  A/I/R A/I/R |
| Education/Training/ Qualifications | * Hold relevant qualifications at a level equivalent to at least NVQ Level 2**.** * GCSE grade C or equivalent in English and maths * Willingness to participate in other development and training opportunities | A/P  A/P A/R | * Level 3 or above Teaching Assistant Qualification * Recent log of CPD linked to SEN * Has completed at least the Basics in Safeguarding training | A/P A/P A/P A/P |
| Special Knowledge, Understanding and skills | **Understanding of:**   * Positive behaviour management techniques * The varied needs of children as they develop socially and academically * Knowledge and understanding of dyspraxia, dyslexia, ADHD or ASD * Effective strategies to engage and motivate children * Ability to manage children’s behaviour in a positive way * Ability to maintain discipline and establish appropriate authority * Emotional resilience in working with challenging behaviours and attitudes * Able to work flexibly * Good time management * Able to contribute constructively to and work effectively as a member of a team. * Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, etc.. * Able to contribute to the support of children in all areas of personal and educational development. | A/I A/I  A/I A/I A/I  A/I/R  A/I/R A/I/R R  R R  A/I/R | **Understanding of:**   * Key intervention initiatives/strategies to support learning * Basic information technology skills, e.g. word- processing, databases, spreadsheets | A/I A/I |

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|  | * Able to keep accurate records. * Able to support learning in numeracy across the primary age range. * Able to support learning in literacy across the primary age range * Willingness to undergo appropriate checks, including enhanced DBS checks * Ability to support the development of the learning environment | A/I/R A/R A/I/R |  |  |
| Personal Qualities | * Emotional resilience in working with challenging behaviours and attitudes * A positive interest in working with children * Adaptability * Ability and willingness to work constructively as part of a team * Ability to work calmly and with patience * To build positive relationships with both student, staff and parents. * Empathy with young people facing barriers to their learning. * A commitment to helping young pupils achieve, through education and learning. * Emotionally literate | R |  |  |
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| Commitment to: | * Raising &/or maintaining standards of pupil attainment * Leading children to be responsible for their own learning and behaviour * Safeguarding and promoting the welfare of students * Share practice and work with colleagues * Lead by example * The school’s vision as a Church School | A/I/R A/I/R |  |  |
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A = Application letter I = Interview R = Reference P = Proof of Qualification