Chapelfield Primary School



**Person Specification – Teaching Assistant Level 3**

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| **Attributes** | **Criteria** | **Essential / Desirable** | **Application Form** | **Interview** | **Reference** |
| **Qualifications** | A diploma in Childcare and Education; NVQ3 in Children’s Care,  or an equivalent qualification. | **E** | **✓** |  |  |
| Strong academic record including Maths and English GCSE (at a level equivalent to Level 2) | **E** | **✓** |  |  |
| Evidence of other related recent study. | **D** | **✓** | **✓** |  |
| **Experience and Associated Skills** | Experience of working with or caring for children of a relevant age | **E** | **✓** | **✓** | **✓** |
| Experience of working with pupils with additional needs | **E** | **✓** | **✓** | **✓** |
| Willingness and ability to undertake HLTA Level responsibilities | **E** | **✓** | **✓** |  |
| Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities | **E** | **✓** | **✓** |  |
| Ability to relate well to children and adults | **E** | **✓** | **✓** | **✓** |
| Ability to work as part of a team | **E** | **✓** | **✓** | **✓** |
| An understanding of the role of the Teaching Assistant and other professionals working in the classroom | **E** | **✓** | **✓** |  |
| Ability to use relevant technology | **D** | **✓** |  |  |
| Effective use of IT to support learning | **E** | **✓** |  |  |
| Full working knowledge and understanding of foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning | **E** | **✓** | **✓** |  |
| Understanding the principles of child development and learning processes | **E** | **✓** | **✓** |  |
| Ability to organise, motivate and lead a team | **E** | **✓** | **✓** |  |
| Knowledge of strategic processes and barriers to learning, including e.g. behaviour management strategies | **E** | **✓** | **✓** |  |
| Ability to self-evaluate learning needs and actively seek learning opportunities | **E** | **✓** | **✓** |  |
| Willingness to undertake minor first aid training as appropriate | **D** | **✓** |  |  |
| **Personal Skills/ Specialist Knowledge** | Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work | **E** | **✓** | **✓** | **✓** |
| Ability to relate well to children | **E** | **✓** | **✓** | **✓** |
| Ability to form effective professional relationships. | **E** | **✓** | **✓** |  |
| Willingness to involve yourself fully in the wider life of the school | **E** | **✓** | **✓** |  |
| Commitment to furthering your own professional knowledge and skills | **E** | **✓** | **✓** |  |
| Ability to provide personal care to pupils – for example assisting with dressing, toileting. | **E** | **✓** | **✓** |  |
| Self-motivation and personal drive to complete tasks to the required timescales and quality standards | **E** | **✓** | **✓** |  |
| The flexibility to adapt to changing workload demands and new school challenges | **E** | **✓** | **✓** |  |
| Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of the pupils | **E** | **✓** | **✓** |  |
| A commitment to school improvement | **E** | **✓** | **✓** |  |
|  | Ability to communicate effectively, both orally and in writing | **E** | **✓** | **✓** |  |
| **Values** | Ability to work as part of a strong, friendly team and contribute to team dynamics. | **E** | **✓** | **✓** | **✓** |
| Consistent commitment to safeguarding and promoting the welfare of children in school | **E** | **✓** | **✓** | **✓** |
| Maintain high standards for both children’s learning and behaviour. | **E** | **✓** | **✓** |  |
| A genuine passion and a belief in the potential of every pupil | **E** | **✓** | **✓** |  |
| Motivation to continually improve standards and achieve excellence above norms. | **E** | **✓** | **✓** |  |
| Commitment to developing and building partnerships with staff, governors, children, parents and the wider community | **E** | **✓** | **✓** | **✓** |

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| Application Form and Supporting Statement | The form must be fully completed and legible. The supporting statement should be clear, concise (no more than 3 sides of A4 in Arial 11) and you may wish to use the sub-headings contained under the attributes column as a guide. |
| Confidential References | Positive recommendations from all referees including current employer. Issues arising from references will be taken up at interview. All appointments are subject to satisfactory references. |