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| PERSON SPECIFICATION | | | |
| ***TEACHING ASSISTANT (LEVEL THREE)*** | | | |
|  |  | Essential | Desirable |
| APPLICATION FORM / INTERVIEW | QUALIFICATIONS/TRAINING  A Diploma in Childcare and Education; NVQ in Children’s Care, Learning and Development (CCLD); NVQ3 in Supporting Teaching and Learning; Foundation Degree in Supporting Teaching and Learning or equivalent qualification is essential. | √ |  |
| APPLICATION FORM / INTERVIEW | Training in the relevant strategies, e.g. EYFS, objective led planning, safeguarding or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT | √ |  |
| APPLICATION FORM/ INTERVIEW | EXPERIENCE  Substantial experience of working with children (within a specified age range or subject area) within an educational setting.  Experience of the successful use of behaviour management strategies.  Experience of working with children with Specific learning difficulties. | √ | √  √ |
| APPLICATION FORM / INTERVIEW | SKILLS  Ability to work effectively within a team environment, understanding classroom roles and responsibilities | √ |  |
| APPLICATION FORM / INTERVIEW | Ability to promote a positive ethos and role model positive attributes | √ |  |
| APPLICATION FORM / INTERVIEW | Ability to build effective working relationships with all pupils and colleagues | √ |  |
| APPLICATION FORM / INTERVIEW | Ability to adapt own approach in accordance with pupil needs | √ |  |
| APPLICATION FORM / INTERVIEW | Ability to work with children at all levels regardless of specific individual need and learning styles as appropriate | √ |  |
| APPLICATION FORM / INTERVIEW | Ability to use basic technology (video, photocopier etc) | √ |  |
| APPLICATION FORM / INTERVIEW | Very good personal numeracy and literacy skills | √ |  |
| APPLICATION FORM / INTERVIEW | KNOWLEDGE  Working knowledge and understanding of national curriculum and other relevant learning programmes/strategies. | √ |  |
| APPLICATION FORM / INTERVIEW | Working knowledge and general understanding of principles of child development, learning styles and independent learning | √ |  |
| APPLICATION FORM / INTERVIEW | Working knowledge of relevant policies/codes of practice and awareness of relevant legislation | √ |  |
| APPLICATION FORM / INTERVIEW | Understanding of inclusion especially within a school setting | √ |  |
| APPLICATION FORM / INTERVIEW | Experience of resources preparation to support learning programmes | √ |  |
| APPLICATION FORM / INTERVIEW | Can use ICT effectively to support learning | √ |  |
| APPLICATION FORM / INTERVIEW | **PROFESSIONAL VALUES AND PRACTICE**  High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements | √ |  |
|  | Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners | √ |  |
|  | Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work | √ |  |
|  | Able to improve their own practice through observations, evaluation and discussion with colleagues | √ |  |
|  | Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice | √ |  |
|  | Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils’ learning | √ |  |
|  | Willingness to participate in relevant training and development opportunities | √ |  |