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| PERSON SPECIFICATION | | | |
| ***TEACHING ASSISTANT (Pupil Support) Level Two*** | | | |
|  |  | Essential | Desirable |
| APPLICATION FORM / INTERVIEW | QUALIFICATIONS/TRAINING  A Diploma in Childcare and Education; NVQ in Children’s Care, Learning and Development (CCLD); NVQ2 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. bi-lingual, sign language, dyslexia, ICT, SEN | √ |  |
| APPLICATION FORM/ INTERVIEW | EXPERIENCE  Experience of working with children (within a specified age range or subject area) within an educational setting.  Experience of working with children with ASD  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 and independently, 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 | Knowledge of the needs of a child with ASD | √ |  |
| 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 | √ |  |