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**PENNINE VIEW SCHOOL**

**PERSON SPECIFICATION: TEACHING ASSISTANT – LEVEL 2**

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|  | **Essential** | **Desirable** | **How Assessed** |
| **Qualifications & Experience**   * Grade C or above in both English & Maths GCSE or equivalent * Experience of supporting children with special educational needs and challenging behaviour * Team Teach or equivalent trained. * Advanced Team Teach trained. | ✓  ✓ | ✓  ✓ | AF  AF  AF  AF/I |
| **Teaching & Learning**   * Placement of pupil learning at the centre of systems, policies and practice. * Ability to make sound judgements the attainment & progress of students. * Excellent classroom practitioner * Knowledge of the National Curriculum and supportive strategies, accredited pathways. * Consistent focus on pupil progress and outcomes * Has experience of the development and implementation of Individual Education/ Behaviour/Support/Mentoring plans. * Can provide positive feedback to pupils in relation to progress, achievement, behaviour and attendance. * Able to deliver a diverse package of learning & pastoral support to pupils. | ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ |  | AF/I  I/R  AF/R  AF/I/R  I/R  AF/I/R  AF/I/R  I |
| **Developing self and working with others**   * Ability to set appropriate and challenging targets for self and others * Ability to make and take decisions both individually part of a team. * An understanding of when to consult or seek advice and when to be responsive to feedback * Ability to contribute to and share quality practice with other teaching assistants, teachers and team. * Commitment to partnership between staff, parents and students * Demonstrate ability to work sensitively and effectively with parents/carers as agreed. | ✓  ✓  ✓  ✓  ✓  ✓ |  | I/R  I/O  I  I/R  AF/I/R  AF/I/R |
| **Securing Accountability**   * Ability to use information and observations of students and teachers to inform strategies to support learning, behaviour and attendance. * Ability to address barriers to learning, discuss relevant issues and achieve a resolution. * To demonstrate capacity to work independently or part of team with individuals or groups of children | ✓  ✓  ✓ |  | I/R  AF/I  I/R |
| **Personal Qualities and Attributes**   * Excellent interpersonal skills with the ability to enthuse and motivate others * Self-reflective practitioner * Ability to prioritise * Ability to work under pressure * Dynamic, positive, creative and constructive * Open and approachable * Conscientious, honest and reliable * Child centred * Capacity to make dynamic risk assessments and remain calm in challenging circumstance. | ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ |  | I  I  I  I  I  I  I/R  I/R  I/R |
| **Safeguarding**   * Suitability to work with, and ability to form and maintain appropriate relationships and personal boundaries with children * A commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults * An understanding of and commitment to equal opportunities issues both within the work place and the community in general * A criminal records check at and enhanced level * Exempt from the rehabilitation of Offenders Act, 1974   (All spent convictions to be declared) | ✓  ✓  ✓  ✓  ✓ |  | I/R  AF/I/R  I  CRB/DBS  AF |
| **Physical requirements**   * No serious health problems which is likely to impact upon job performance; (that is, one that cannot be accommodated by reasonable adjustments) * Good sickness/attendance record in current/previous employment, college or school as appropriate, (not including absences resulting from disability) | ✓  ✓ |  | I/R  I/R |

Key: AF – Application Form I – Interview O - Observation R – Reference

We undertake to make any ‘reasonable adjustments’ to a job or workplace to counteract any disadvantages a disabled person may have.

In the event of a large number of applicants meeting the essential criteria, desirable criteria or occupational testing may be used as a further shortlisting tool. Disabled applicants who meet the essential shortlisting criteria will be guaranteed an interview.