** TREETON C of E PRIMARY SCHOOL**

Wood Lane, Treeton, Rotherham S60 5QS

Executive Head – Mrs S Patton Head of school – Mrs E Minhas

Person Specification
Teaching Assistant – DSAT Grade 3

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| --- | --- | --- | --- | --- | --- |
|  | Personal Skills Characteristics | Essential | Desirable | Method of Assessment(List Code Below) | Shortlisting Criteria(Tick Below) |
| 1. | ExperienceWorking with or caring for children of a relevantage to those in the School.Basic understanding of a child’s developmentand learning.Understanding of the relevant policies/codes ofpractice/and awareness of relevant legalisation(define) in the context of your role.Awareness and understanding of SEND Code of PracticeGeneral understanding of national/foundationstage curriculum and other relevant learning programmes/strategies.Experience of phonics in EYFS / KS1Knowledge of early reading Experience of working in a school setting in a classroom environmentExperience of working in UKS2Experience of delivering SEN interventions and learning supportExperience of the assessment cycle and monitoring progress  | ✓✓✓✓✓ | ✓✓✓✓✓✓ | AF/IAF/IAF/IAF/IAF/IAF/IAF/IAF/IAF/IAF/I | ✓✓ ✓✓✓ |
| 2. | Qualifications and TrainingNVQ Level 3 for Teaching Assistants or equivalentqualification or experience.  Good numeracy/literacy skills equivalent to L2Literacy and Numeracy or GSCE English andMaths Grade C+ or equivalentWillingness to undertake training in relevantlearning strategies.First Aid at Work Certificate. | ✓✓✓ | ✓ | I/CQ/RAF/I/CQ/RAF/ICQ | ✓✓ |
| 3. | Special Skills and KnowledgeTo build effective working relationships withpupils and colleagues and able to work as part of a teamEffective use of ICT to support learningTo work constructively as part of a team.Understanding classroom roles andresponsibilities and your own position withinthese.To promote positive ethos and good role model.To liaise sensitively and effectively with parentsand carers, recognise your role in pupils holistic developmentUnderstanding of inclusion and how it applies ina school setting.To constantly improve own practice/knowledgethrough self evaluation and learning from others. | ✓✓✓✓✓✓✓ | ✓ | IAF/IIIAF/IAF/IAF/IAF/I |  |
| 4. | Personal QualitiesAn understanding of and commitment to equal opportunities issues both within the workplace and the community in general.Conscientious, honest and reliable.A commitment to safeguarding and promoting the welfare of children.To understand that confidentiality is an essential requirement of working in a school | ✓✓✓✓ |  | II/RI/RAF/I |  |
| 5. | Personal CircumstancesTo work flexibly as the workload demands.A criminal records check at enhanced level. Occasional out of hours working to support the school. | ✓✓✓ |  | I/RDBSI/R |  |
|  | Physical RequirementsNo serious health problem 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/RI/R |  |

**Key: AF - Application Form I - Interview R - References**

 **CQ – Certificate of Qualification DBS – Disclosure Barring Service**

**There will be an expectation that you will bring along certificates as proof of your qualifications to the interview**

This specification has been prepared in accordance with the requirements of the Equal Opportunities in Employment Policy.

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 short listing tool.

Disabled applicants who meet the essential short listing criteria will be guaranteed an interview.