** 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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Personal Skills Characteristics | Essential | Desirable | Method of Assessment  (List Code Below) | Shortlisting Criteria  (Tick Below) |
| 1. | Experience  Working with or caring for children of a relevant  age to those in the School.  Basic understanding of a child’s development  and learning.  Understanding of the relevant policies/codes of  practice/and awareness of relevant legalisation  (define) in the context of your role.  Awareness and understanding of SEND Code of Practice  General understanding of national/foundation  stage curriculum and other relevant learning programmes/strategies.  Experience of phonics in EYFS / KS1  Knowledge of early reading  Experience of working in a school setting in a classroom environment  Experience of working in UKS2  Experience of delivering SEN interventions and learning support  Experience of the assessment cycle and monitoring progress | ✓  ✓  ✓  ✓  ✓ | ✓  ✓  ✓  ✓  ✓  ✓ | AF/I  AF/I  AF/I  AF/I  AF/I  AF/I  AF/I  AF/I  AF/I  AF/I | ✓  ✓    ✓  ✓  ✓ |
| 2. | Qualifications and Training  NVQ Level 3 for Teaching Assistants or equivalent  qualification or experience.    Good numeracy/literacy skills equivalent to L2  Literacy and Numeracy or GSCE English and  Maths Grade C+ or equivalent  Willingness to undertake training in relevant  learning strategies.  First Aid at Work Certificate. | ✓  ✓  ✓ | ✓ | I/CQ/R  AF/I/CQ/R  AF/I  CQ | ✓  ✓ |
| 3. | Special Skills and Knowledge  To build effective working relationships with  pupils and colleagues and able to work as part of a team  Effective use of ICT to support learning  To work constructively as part of a team.  Understanding classroom roles and  responsibilities and your own position within  these.  To promote positive ethos and good role model.  To liaise sensitively and effectively with parents  and carers, recognise your role in pupils holistic development  Understanding of inclusion and how it applies in  a school setting.  To constantly improve own practice/knowledge  through self evaluation and learning from others. | ✓  ✓  ✓  ✓  ✓  ✓  ✓ | ✓ | I  AF/I  I  I  AF/I  AF/I  AF/I  AF/I |  |
| 4. | Personal Qualities  An 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 | ✓  ✓  ✓  ✓ |  | I  I/R  I/R  AF/I |  |
| 5. | Personal Circumstances  To work flexibly as the workload demands.  A criminal records check at enhanced level.  Occasional out of hours working to support the school. | ✓  ✓  ✓ |  | I/R  DBS  I/R |  |
|  | Physical Requirements  No 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/R  I/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.