

Person Specifications – Teaching Assistants

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| Characteristics | Level One | Level Two | Level Three |
| Experience | * Experience of working with children and young people with in a school or educational setting. * A passion for working with children and young people with Special Education Needs. | * Experience of working with children and young people with in a school or educational setting. * Experience of working with children or young people with Special Educational Needs and Disabilities. * Experience in positive behaviour management. | * Experience of working with children and young people with in a school or educational setting. * Experience of working with children or young people with Special Educational Needs and Disabilities. * Experience in positive behaviour management. |
| Qualifications and Training | * NVQ Level 2 or equivalent qualification in childcare or education, or * Experience in a school environment working with national curriculum and other strategies. | * NVQ Level 2 or equivalent qualification in childcare or education. * At least 2 years’ experience in a school environment working with national curriculum and other strategies. | * NVQ Level 3 or equivalent qualification in childcare or education. * At least 3 years’ experience in a school environment working with national curriculum and other strategies. * At least GCSE (C or above) or equivalent in Maths and English |
| Knowledge and  Skills | * Good ICT skills and ability to use ICT to sup-port pupils’ learning. * Understanding of relevant policies and awareness of relevant legislation. * Awareness of national and foundation stage curriculums. * Basic understanding of child development and learning. * Ability to relate well to children and adults. * Good communication skills. * Work constructively as part of a team. | * Good ICT skills and ability to use ICT to support pupils’ learning. * Ability to use other technologies. * Understanding of relevant policies and awareness of relevant legislation. * General understanding of national and foundation stage curriculums and accreditation. * An understanding of child development and learning. * Ability to review learning needs and actively seek learning opportunities. * Ability to relate well to children and adults. * Work constructively as part of a team. * Good communication skills. | * Knowledge and experience of using a range of computer applications, technology and ICT to support teaching and learning. * Understanding of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. * Basic knowledge and understanding of health and safety, including the ability to identity and minimise risks. * A good understanding of the National Curriculum, Early Years Foundation Stage Curriculum, accreditation or other basic learning programmes and strategies. * A good understanding of child development. * Ability to relate well to children, young people and adults. * Good communication skills. |
| Specialist Skills  and Knowledge | * An awareness of individual Education Plans. * To undertake the role of Key Worker for families where required. | * Ability to work with children and young people that can present challenging behaviours. * A knowledge of Individual Education Plans. * To undertake the role of Key Worker where required. | * Ability to work with children and young people that present challenging behaviour. * A knowledge of Individual Education Plans. * To undertake the role of Key Worker where required. * Plans and organises work, works flexibly to get the job done on time, and ensures work is high quality. * Listens to others’ views, seeks feedback and deals with it constructively, shares knowledge and practice, suggests ways of doing things differently to improve. * Willingness to supervise whole classes occasionally during the short term absence of a teacher. |

