



Chilton Academy
 Person specification – Teaching Assistant
 Level 3

	Essential	Desirable	Method of Assessment
Qualifications and training	<ul style="list-style-type: none"> NNEB, NVQ 3, CACHE level 2, BTEC Level 3 or equivalent qualification in a relevant discipline Minimum 4 subjects GCSE Grades A*-C (or equivalent) including Maths and English 	<ul style="list-style-type: none"> First aid certificate Additional training regarding Speech, Language Communication or ASD 	Application form
Experience	<ul style="list-style-type: none"> Current experience of working within a school environment and working SEN or Early Years classrooms Current experience of working with individuals, groups Current experience of planning and evaluating learning experiences Currently involved in planning of learning for individuals/groups Experience of working with children with general and specific learning difficulties Experience of using a variety of positive behaviour management strategies 	<ul style="list-style-type: none"> Experience of working with children with ASD 	Application form Interview Teaching activity References
Skills, knowledge and aptitude	<ul style="list-style-type: none"> Ability to relate well with children and adults Demonstrate an ability to use skills, expertise and experience to work independently to support pupil learning with individual children, or small groups Good written and oral communication skills Ability to work flexibly either on own or as part of a team Enthusiasm and ability to use initiative Ability to contribute to meetings and liaise with other agencies Use ICT effectively to support teaching and learning A willingness to work co-operatively with a wide range of professionals Willingness to undertake further appropriate training as required by Senior Management Team Willingness to attend to the medical needs of individuals following appropriate training 	<ul style="list-style-type: none"> Working knowledge of EYFS Framework/National Curriculum 	Application form Interview Teaching activity References

Additional Factors	<ul style="list-style-type: none"> • Approachable manner, reliable, conscientious, articulate • Sensitive to the needs of vulnerable children and their parents • Commitment to achieve high standards and to continuing personal and professional development • Enthusiasm and drive. • Calm and positive approach • Good health and attendance record • Willingness to get involved in school life and lead after school clubs and activities 		Application form Interview Teaching activity References
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