**Person Specification Form**

**Post Title – Teaching Assistant TA3**

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| **Personal Attributes required (on the basis of the job description)** | **Essential (E) or Desirable (D)** | **To be identified by: (eg application form, interview, reference. test etc)** |
| **Qualifications:**  Recognised and relevant qualification TA3.  GCSE grade C/4 or equivalent in English and Maths | E  E | A  A/T |
| **Experience:**  Experience of working with children with SEND  Experience of working with children in EYFS    Experience of working with children with medical issues | E  E  E | A,R,I  A,R, I  A, I |
| **Knowledge/skills/abilities:**  Ability to relate well to children  Ability to work as part of a team  Good communication skills, oral and written  Ability to relate well to parents/carers  Ability to supervise and assist pupils    Good time management skills and organisational skills  Knowledge of EYFS curriculum and ability to contribute to planning  Knowledge of the concept of confidentiality  Knowledge of safeguarding  Ability to make effective use of ICT linked to the role  Ability to assess children’s development particularly that of SEND working significantly below age related    Ability to deliver work programmes planned alongside classroom teacher  Ability to build good relationships with other staff including teachers and senior leaders  Flexible attitude to work  Commitment and flexibility to attend training | E  E  E  E  E  E  E  E  E  E  E  E  E  E  E | A,I  A,I  A,I,  A,I  A,I  A,I  A,I  I  I  I  I  A,I  A,I  A,I, R  A,I,R |
| **Other:**  Commitment to own professional development and to undertake in –service development  Commitment to safeguarding and protecting the welfare of children and young people  Satisfactory attendance record/commitment to regular attendance at work  Fully uphold and support the school’s Christian ethos (NB It is not essential to provide a faith reference on the application form.)  Commitment to work hard  Willingness to deal with medical support for SEND child | E  E  E  E  E  E | I  I  A,R,I  A,R, I  I  I |