

## Person Specification for Teaching Assistant

	MOA	ESSENTIAL REQUIREMENTS
QUALIFICATIONS	AF I	<ul style="list-style-type: none"> <li>NVQ Level 3 qualification or equivalent</li> </ul>
SAFEGUARDING	AF I	<ul style="list-style-type: none"> <li>Committed to safeguarding and promoting the welfare of children and young people</li> <li>Applicants are strongly advised to read the school's Child Protection Policy and other safeguarding policies and documents on the school website.</li> </ul>
EQUALITY	AF I	<ul style="list-style-type: none"> <li>Committed to equal opportunities for all children and young people. Please read the school's Equality Policy on the school's website.</li> <li>Value diversity. Please read the school's Equality Policy and Community Cohesion Policy on the school website.</li> <li>Committed to not allowing any discrimination with regards to race, faith/belief, disability, sex, age*, marital status*, sexual orientation, gender reassignment or pregnancy/maternity (*These two protected characteristics do not apply to children of school age).</li> </ul>
PROFESSIONAL DEVELOPMENT	AF I	<ul style="list-style-type: none"> <li>Committed to professional growth and development</li> </ul>
EXPERIENCE	AF I	<ul style="list-style-type: none"> <li>Experience of supporting children in a classroom environment</li> </ul>
SKILLS AND ABILITIES	AF I T LO	<ul style="list-style-type: none"> <li>Good reasoning powers and good judgement in a variety of situations</li> <li>A good standard of education particularly in English and Mathematics</li> <li>Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment</li> <li>Knowledge of SEN</li> <li>Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils</li> <li>Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher</li> <li>Ability to consistently and effectively implement agreed behaviour management strategies</li> <li>Ability to use language and other communication skills that pupils can understand and relate to</li> <li>Ability to establish positive relationships with pupils and empathise with their needs</li> <li>Ability to demonstrate active listening skills</li> <li>Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task</li> <li>Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes</li> <li>Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills</li> <li>Ability to assist in the recording of lessons and assessment as required by the teacher</li> <li>Ability to offer constructive feedback to pupils to reinforce self-esteem</li> <li>Ability to work effectively and supportively as a member of the school team</li> <li>Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities</li> </ul>
PERSONAL QUALITIES	AF I LO	<ul style="list-style-type: none"> <li>Enthusiastic and optimistic</li> <li>Dedicated to improving children's lives and opportunities</li> <li>Ambition and drive for children to achieve their very best</li> <li>To be able to reflect on own practice and to be self-critical</li> <li>Promotion of positive strategies and constructive handling of issues.</li> </ul>

*NB references will be used to support the selection panel's assessment.*

### Method of Assessment (M.O.A.)

AF. = Application Form

I = Interview

T = Test or Exercise

P = Presentation

LO= Lesson observation