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 **PENNINE VIEW SCHOOL**

 **PERSON SPECIFICATION: TEACHING ASSISTANT – LEVEL 2**

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|  | **Essential** | **Desirable** | **How Assessed**  |
| **Qualifications & Experience*** Grade C or above in both English & Maths GCSE or equivalent
* Experience of supporting children with special educational needs and challenging behaviour
* Team Teach or equivalent trained.
* Advanced Team Teach trained.
 | ✓✓ | ✓✓ | AFAFAFAF/I |
| **Teaching & Learning** * Placement of pupil learning at the centre of systems, policies and practice.
* Ability to make sound judgements the attainment & progress of students.
* Excellent classroom practitioner
* Knowledge of the National Curriculum and supportive strategies, accredited pathways.
* Consistent focus on pupil progress and outcomes
* Has experience of the development and implementation of Individual Education/ Behaviour/Support/Mentoring plans.
* Can provide positive feedback to pupils in relation to progress, achievement, behaviour and attendance.
* Able to deliver a diverse package of learning & pastoral support to pupils.
 | ✓✓✓✓✓✓✓✓ |  | AF/II/RAF/RAF/I/RI/RAF/I/RAF/I/RI |
| **Developing self and working with others*** Ability to set appropriate and challenging targets for self and others
* Ability to make and take decisions both individually part of a team.
* An understanding of when to consult or seek advice and when to be responsive to feedback
* Ability to contribute to and share quality practice with other teaching assistants, teachers and team.
* Commitment to partnership between staff, parents and students
* Demonstrate ability to work sensitively and effectively with parents/carers as agreed.
 | ✓✓✓✓✓✓ |  | I/RI/OII/RAF/I/RAF/I/R |
| **Securing Accountability*** Ability to use information and observations of students and teachers to inform strategies to support learning, behaviour and attendance.
* Ability to address barriers to learning, discuss relevant issues and achieve a resolution.
* To demonstrate capacity to work independently or part of team with individuals or groups of children
 | ✓✓✓ |  | I/RAF/II/R |
| **Personal Qualities and Attributes*** Excellent interpersonal skills with the ability to enthuse and motivate others
* Self-reflective practitioner
* Ability to prioritise
* Ability to work under pressure
* Dynamic, positive, creative and constructive
* Open and approachable
* Conscientious, honest and reliable
* Child centred
* Capacity to make dynamic risk assessments and remain calm in challenging circumstance.
 | ✓✓✓✓✓✓✓✓✓ |  | IIIIIII/RI/RI/R |
| **Safeguarding** * Suitability to work with, and ability to form and maintain appropriate relationships and personal boundaries with children
* A commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults
* An understanding of and commitment to equal opportunities issues both within the work place and the community in general
* A criminal records check at and enhanced level
* Exempt from the rehabilitation of Offenders Act, 1974

(All spent convictions to be declared) | ✓✓✓✓✓ |  | I/RAF/I/RICRB/DBSAF |
| **Physical requirements*** No serious health problems 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/RI/R |

Key: AF – Application Form I – Interview O - Observation R – Reference

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 shortlisting tool. Disabled applicants who meet the essential shortlisting criteria will be guaranteed an interview.