



Person Specifications – Teaching Assistants

| Characteristics | Essential – Level One | Level Two |
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| Experience | <ul style="list-style-type: none"> ▪ 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. | <ul style="list-style-type: none"> ▪ 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 | <ul style="list-style-type: none"> ▪ NVQ Level 2 or equivalent qualification in childcare or education, or ▪ Experience in a school environment working with national curriculum and other strategies. | <ul style="list-style-type: none"> ▪ 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. |
| Knowledge and Skills | <ul style="list-style-type: none"> ▪ Good ICT skills and ability to use ICT to support 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. | <ul style="list-style-type: none"> ▪ 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. |
| Specialist Skills and Knowledge | <ul style="list-style-type: none"> ▪ An awareness of Individual Education Plans. | <ul style="list-style-type: none"> ▪ 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. |
| Personal Qualities | <ul style="list-style-type: none"> ▪ Positive, ambitious and forward-looking. ▪ A commitment to safeguarding and promoting the welfare of children and young people. ▪ Treat all people equally, fairly with dignity and respect. ▪ A commitment to equal opportunities in the workplace and the community. ▪ A commitment to anti-discriminatory and anti-oppressive practice. ▪ Conscientious, honest and reliable. ▪ Ability to work as a member of a team. ▪ Commitment to high standards. ▪ Awareness of the need to maintain confidentiality. ▪ A willingness to undertake mandatory training. ▪ A willingness to develop own learning, understanding and | <ul style="list-style-type: none"> ▪ Positive, ambitious and forward-looking. ▪ A commitment to safeguarding and promoting the welfare of children and young people. ▪ Treat all people equally, fairly with dignity and respect. ▪ A commitment to equal opportunities in the workplace and the community. ▪ A commitment to anti-discriminatory and anti-oppressive practice. ▪ Conscientious, honest and reliable. ▪ Commitment to high standards. ▪ Awareness of the need to maintain confidentiality. ▪ A willingness to undertake mandatory training. ▪ A willingness to develop own learning, understanding and skills. |



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| | skills. | |
| Personal Circumstances | <ul style="list-style-type: none"> ▪ A criminal records check at enhanced level. ▪ Exempt from the Rehabilitation of Offenders Act 1974. | <ul style="list-style-type: none"> ▪ A criminal records check at enhanced level. ▪ Exempt from the Rehabilitation of Offenders Act 1974. |
| Physical Requirements | <ul style="list-style-type: none"> ▪ No serious health problem which is likely to impact upon job performance; (that is, one that cannot be accommodated by reasonable adjustments) ▪ Good sickness/attendance record in current and previous employment, college or school as appropriate (not including absences resulting from disability). | <ul style="list-style-type: none"> ▪ No serious health problem which is likely to impact upon job performance; (that is, one that cannot be accommodated by reasonable adjustments) ▪ Good sickness/attendance record in current and previous employment, college or school as appropriate (not including absences resulting from disability). |