

Person Specifications – Teaching Assistants

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| Characteristics  | Level One  | Level Two  | Level Three  |
| Experience  | * 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.
 | * 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.
 | * 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.
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| Qualifications and Training  | * NVQ Level 2 or equivalent qualification in childcare or education, or
* Experience in a school environment working with national curriculum and other strategies.
 | * 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.
 | * NVQ Level 3 or equivalent qualification in childcare or education.
* At least 3 years’ experience in a school environment working with national curriculum and other strategies.
* At least GCSE (C or above) or equivalent in Maths and English
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| Knowledge and Skills  | * Good ICT skills and ability to use ICT to sup-port 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.
 | * 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.
 | * Knowledge and experience of using a range of computer applications, technology and ICT to support teaching and learning.
* Understanding of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.
* Basic knowledge and understanding of health and safety, including the ability to identity and minimise risks.
* A good understanding of the National Curriculum, Early Years Foundation Stage Curriculum, accreditation or other basic learning programmes and strategies.
* A good understanding of child development.
* Ability to relate well to children, young people and adults.
* Good communication skills.
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| Specialist Skills and Knowledge  | * An awareness of individual Education Plans.
* To undertake the role of Key Worker for families where required.
 | * 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.
 | * Ability to work with children and young people that present challenging behaviour.
* A knowledge of Individual Education Plans.
* To undertake the role of Key Worker where required.
* Plans and organises work, works flexibly to get the job done on time, and ensures work is high quality.
* Listens to others’ views, seeks feedback and deals with it constructively, shares knowledge and practice, suggests ways of doing things differently to improve.
* Willingness to supervise whole classes occasionally during the short term absence of a teacher.
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