



Person Specifications – Teaching Assistants

Characteristics	Level One	Level Two	Level Three
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. 	<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. 	<ul style="list-style-type: none"> ▪ 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.
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. 	<ul style="list-style-type: none"> ▪ 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 identify 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. ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.



			<ul style="list-style-type: none"> ▪ 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.
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. ▪ Commitment to high standards. ▪ Awareness of the need to maintain confidentiality. ▪ A willingness to undertake mandatory training. <p>A willingness to develop own learning, understanding and skills.</p>	<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. 	<ul style="list-style-type: none"> ▪ Positive, ambitious and forward looking. ▪ A commitment to safeguarding and promoting the welfare of children and young people. ▪ A commitment to equal opportunities in the workplace and the community. ▪ Treat all people equally, fairly and with dignity and respect. ▪ A commitment to anti-discriminatory and anti-oppressive practice. ▪ Awareness of the need to maintain confidentiality. ▪ Conscientious, honest and reliable. ▪ Commitment to high standards. ▪ Takes ownership of personal development and is willing to pursue development opportunities.
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. 	<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). 	<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).