



Person Specifications – Teaching Assistants

Characteristics	Level One	Level Three
Experience	• <i>Experience</i> 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.
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 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	• 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.	• 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. • Work constructively as part of a team. • Good communication skills.
Specialist Skills and Knowledge	• An awareness of individual Education Plans.	• 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.
Personal Qualities	• 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.	• 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



	• 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.	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	• A criminal records check at enhanced level. • Exempt from the Rehabilitation of Offenders Act 1974.	• A criminal records check at enhanced level. • Exempt from the Rehabilitation of Offenders Act 1974.
Physical Requirements	• 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).	• 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).