



## Person Specifications – Teaching Assistants

| Characteristics                 | Level One                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Level Three                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Experience                      | <ul style="list-style-type: none"> <li>• <i>Experience</i> of working with children and young people with in a school or educational setting.</li> <li>• A passion for working with children and young people with Special Education Needs.</li> </ul>                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Experience of working with children and young people with in a school or educational setting.</li> <li>• Experience of working with children or young people with Special Educational Needs and Disabilities.</li> <li>• Experience in positive behaviour management.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Qualifications and Training     | <ul style="list-style-type: none"> <li>• NVQ Level 2 or equivalent qualification in childcare or education, or</li> <li>• Experience in a school environment working with national curriculum and other strategies.</li> </ul>                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• NVQ Level 3 or equivalent qualification in childcare or education.</li> <li>• At least 3 years experience in a school environment working with national curriculum and other strategies.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Knowledge and Skills            | <ul style="list-style-type: none"> <li>• Good ICT skills and ability to use ICT to sup-port pupils' learning.</li> <li>• Understanding of relevant policies and awareness of relevant legislation.</li> <li>• Awareness of national and foundation stage curriculums.</li> <li>• Basic understanding of child development and learning.</li> <li>• Ability to relate well to children and adults.</li> <li>• Good communication skills.</li> <li>• Work constructively as part of a team.</li> </ul> | <ul style="list-style-type: none"> <li>• Knowledge and experience of using a range of computer applications, technology and ICT to support teaching and learning.</li> <li>• Understanding of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.</li> <li>• Basic knowledge and understanding of health and safety, including the ability to identity and minimise risks.</li> <li>• A good understanding of the National Curriculum, Early Years Foundation Stage Curriculum, accreditation or other basic learning programmes and strategies.</li> <li>• A good understanding of child development.</li> <li>• Ability to relate well to children, young people and adults.</li> <li>• Work constructively as part of a team.</li> <li>• Good communication skills.</li> </ul> |
| Specialist Skills and Knowledge | <ul style="list-style-type: none"> <li>• An awareness of individual Education Plans.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Ability to work with children and young people that present challenging behaviour.</li> <li>• A knowledge of Individual Education Plans.</li> <li>• To undertake the role of Key Worker where required.</li> <li>• Plans and organises work, works flexibly to get the job done on time, and ensures work is high quality.</li> <li>• Listens to others' views, seeks feedback and deals with it constructively, shares knowledge and practice, suggests ways of doing things differently to improve.</li> <li>• Willingness to supervise whole classes occasionally during the short term absence of a teacher.</li> </ul>                                                                                                                                                                                  |
| Personal Qualities              | <ul style="list-style-type: none"> <li>• Positive, ambitious and forward-looking.</li> <li>• A commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Treat all people equally, fairly with dignity and respect.</li> </ul>                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Positive, ambitious and forward looking.</li> <li>• A commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• A commitment to equal opportunities in the workplace and the</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



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|                        | <ul style="list-style-type: none"> <li>• A commitment to equal opportunities in the workplace and the community.</li> <li>• A commitment to anti-discriminatory and anti-oppressive practice.</li> <li>• Conscientious, honest and reliable.</li> <li>• Commitment to high standards.</li> <li>• Awareness of the need to maintain confidentiality.</li> <li>• A willingness to undertake mandatory training.</li> </ul> <p>A willingness to develop own learning, understanding and skills.</p> | <p>community.</p> <ul style="list-style-type: none"> <li>• Treat all people equally, fairly and with dignity and respect.</li> <li>• A commitment to anti-discriminatory and anti-oppressive practice.</li> <li>• Awareness of the need to maintain confidentiality.</li> <li>• Conscientious, honest and reliable.</li> <li>• Commitment to high standards.</li> <li>• Takes ownership of personal development and is willing to pursue development opportunities.</li> </ul> |
| Personal Circumstances | <ul style="list-style-type: none"> <li>• A criminal records check at enhanced level.</li> <li>• Exempt from the Rehabilitation of Offenders Act 1974.</li> </ul>                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• A criminal records check at enhanced level.</li> <li>• Exempt from the Rehabilitation of Offenders Act 1974.</li> </ul>                                                                                                                                                                                                                                                                                                               |
| Physical Requirements  | <ul style="list-style-type: none"> <li>• No serious health problem which is likely to impact upon job performance; (that is, one that cannot be accommodated by reasonable adjustments)</li> <li>• Good sickness/attendance record in current and previous employment, college or school as appropriate (not including absences resulting from disability).</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>• No serious health problem which is likely to impact upon job performance; (that is, one that cannot be accommodated by reasonable adjustments)</li> <li>• Good sickness/attendance record in current and previous employment, college or school as appropriate (not including absences resulting from disability).</li> </ul>                                                                                                         |