

## PERSON SPECIFICATION

### Teaching Assistant – Level 3

**Method of Assessment** A.F. = Application Form; I = Interview; T = Test

		<b>ESSENTIAL</b>	<b>Measured by:</b>
1.	<b>Qualifications/ Training Competences</b>	Very good numeracy and literacy skills equivalent to GCSE grade C or above Relevant NVQ3 or recognised equivalent qualification	AF / I
2.	<b>Relevant Experience</b>	Previous relevant experience working to support children’s learning gained in a relevant environment. Previous relevant experience working with small groups of children with additional social, emotional and behavioural needs.	AF / I
3.	<b>Knowledge</b>	Full working knowledge of relevant policies/codes of practice. An understanding of curriculum matters to be able to contribute effectively to curriculum development, planning, evaluation and implementation. In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. Understanding of principles of child development and learning processes.	AF / I
4.	<b>Skills/Ability</b>	Ability to use ICT and other relevant equipment/technology to support learning. Ability to plan effective actions for pupils at risk of underachieving. Well-developed interpersonal skills to be able to relate well to a wide range of people. Ability to work constructively as part of a team whilst being able to demonstrate initiative, responsibility and accountability. Good communication skills. Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. Adaptable to change/embraces and welcomes change and is committed to development and improvement. Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	AF / I
5.	<b>Personal Skills</b>	Motivation to work with children and young people. Ability to form and maintain appropriate relationships and personal boundaries with children and young people. Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.	AF / I