

Teaching Assistant Person Specification



	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> QCF recognised relevant Level 2, or equivalent educational background. 	<ul style="list-style-type: none"> Further relevant qualifications and professional development. A relevant QCF level 3, or working towards level 3. 	<ul style="list-style-type: none"> Application form.
Experience	<ul style="list-style-type: none"> Working with or caring for children and young people. 	<ul style="list-style-type: none"> Experience of working with or caring for children of primary school age. Working in a classroom setting. 	<ul style="list-style-type: none"> Application form. References. Interview
Knowledge	<ul style="list-style-type: none"> Awareness of practices and procedures within education relating to the welfare, safety and education of children. General understanding of national curriculum and other basic learning programmes and strategies. Understanding of child development and learning. 	<ul style="list-style-type: none"> Knowledge of other services to young people. Knowledge of supporting SEN children. 	<ul style="list-style-type: none"> Application form. Interview.
Occupational Skills	<ul style="list-style-type: none"> Commitment to ensuring the well-being and safeguarding of all children. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to relate well to children and adults. Ability to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these. Ability to build strong working relationships with parents. Able to plan for progression across the age and ability range, designing effective learning sequences, demonstrating secure curriculum knowledge. Able to use a range of teaching and learning strategies and resources. Confident and competent user of ICT. A commitment to providing a welcoming, interesting, stimulating and orderly learning environment. Able to make effective use of a range of assessment, monitoring and recording strategies to assess learning needs and set challenging learning objectives to achieved high standards. Able to provide timely, accurate and constructive feedback on attainment, progress and areas for development. 	<ul style="list-style-type: none"> Effective use of all ICT equipment to support learning. 	<ul style="list-style-type: none"> Application form. Interview.

TA Person Specification cont...



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Personal Attributes	<ul style="list-style-type: none"> • Have high expectations of children including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. • Attention to detail, neatness and accuracy. • Organisational skills. • Ability to work both successfully in a team and on their own. • Confidentiality. • Communicates and relates well to all ages. • Approachable to all visitors to the school. • Ability to work to deadlines and prioritise own workload. • Ability to programme future workloads relating to the whole school. • Demonstrate positive values, attitudes and behaviour and adopt high standards of behaviour in their professional role. • Good time management 		<ul style="list-style-type: none"> • Interview.
Other Requirements	<ul style="list-style-type: none"> • Be able to promote the school's aims positively and effectively. • Requirement for some out of school and/or out of term working to support specific activities or events as required. • Be committed to Continual Professional Development. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Occasional attendance at meetings outside working hours. • Enhanced DBS clearance required. 		<ul style="list-style-type: none"> • Application form. • Interview. • References.