

## **PERSON SPECIFICATION – TEACHING ASSISTANT Level 2**

### **NOTE TO APPLICANTS**

Whilst all points on the specification are important, those listed in the essential column are the key requirements. You should pay particular attention to these points and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview

	<b>Essential</b>	<b>Desirable</b>	<b>*M.O.A.</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>NVQ Level 2 for Teaching Assistants or equivalent qualification or experience</li> </ul>	<ul style="list-style-type: none"> <li>Training in relevant learning strategies e.g. literacy/numeracy</li> </ul>	A, I, C, R
<b>Experience &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>General understanding of national curriculum and other basic learning programmes/techniques.</li> <li>Basic understanding of child development and learning.</li> <li>Ability to relate well to children and adults.</li> <li>General awareness of inclusion, especially within a school setting.</li> <li>Ability to provide support for pupils, including those with special needs, ensuring their safety and access to learning activities.</li> <li>Promote good pupil behaviour, and deal promptly with conflict and incidents.</li> <li>Ability to undertake pupil record keeping as requested.</li> <li>Ability to provide support for structured and agreed learning activities/learning programmes, taking into consideration pupils learning styles.</li> <li>Awareness of procedures relating to child protection, health, safety and security, confidentiality and data protection.</li> </ul>	<ul style="list-style-type: none"> <li>Experience working with and/or caring for children of the relevant age in an educational setting</li> <li>Ability to utilise strategies to support pupils in achieving learning goals</li> <li>Understanding of how to support Literacy/Numeracy programmes, record achievements and progress and providing appropriate reports and feedback for the teacher.</li> </ul>	A, I, R
<b>Skills / Attributes</b>	<ul style="list-style-type: none"> <li>Good numeracy and literacy skills</li> <li>Establish good working relationships with pupils, acting as a role model.</li> <li>Encourage pupils to interact with others and engage in activities led by the teacher.</li> <li>Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.</li> <li>Provide detailed and regular feedback to teachers on pupils' achievements and progress</li> <li>Support the use of ICT in learning activities and develop pupils' competence and independence in its use.</li> <li>Build and maintain successful relationships with pupils.</li> </ul>	<ul style="list-style-type: none"> <li>First Aid Qualification</li> </ul>	A, I, R

	<ul style="list-style-type: none"> <li>• Display commitment to protection and safeguarding of children and young people.</li> </ul>		
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Understands and maintains confidentiality whilst maintaining a duty of care</li> <li>• Keen to develop own skills through professional development</li> <li>• Ability to respond flexibly to the changing demands of the school including, at times requirements to work beyond normal working hours</li> <li>• A strong team player with a good sense of humour who enjoys the challenge of working with children</li> <li>• Smart professional dress which adheres to the schools dress code</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of own continuous personal development</li> <li>• Ability to deal with conflict</li> </ul>	A, I, R

METHOD OF ASSESSMENT: (\*M.O.A)

A= APPLICATION FORM

C = CERTIFICATE

I = INTERVIEW

R= REFERENCE