

PERSON SPECIFICATION 2022 / 2023

Teaching Assistant - Level 3

Grade 5

EDUCATION & EXPERIENCE

- Meet all Teaching Assistant Level 3 standards
- Hold Teaching Assistant Level 3 status / NVQ Level 3 Teaching Assistant or equivalent certified qualification or experience. Demonstrable levels of numeracy & literacy equivalent to GCSE Level 4 or NVQ Level 2 (or by test).
- Attend induction training and other training as appropriate to the role, including behaviour management and Child Protection training and other statutory training.
- Willingness to attend training in relevant learning strategies e.g. literacy, numeracy
- Evidence a minimum of two years' experience of working with children as a Teaching Assistant Level 2 or equivalent (either paid or unpaid capacity) preferably in an education setting.
- Hold GCSEs or equivalent qualification in at least English and Maths.
- Undertake safeguarding checks
- Evidence of some specialist knowledge in specific curriculum areas or areas of particular learning difficulty.
- Hold a valid DBS check.
- Hold appointed person certificate in first aid or willingness to undertake first aid training once appointed
- Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities

KNOWLEDGE & UNDERSTANDING

- Knowledge & understanding of the Early Years Curriculum including early reading skills
- Understanding of behaviour management strategies.
- Knowledge of statutory requirements regarding the education sector and pupil wellbeing.
- Working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning
- Proven awareness and respect for the highly sensitive status of information and its confidentiality.
- Excellent written and verbal communication skills.
- An ability to motivate self and colleagues.
- Knowledge of child protection and safeguarding procedures.
- Knowledge of intervention strategies, including those in relation to behaviour and SEND
- Understanding the principles of child development and learning processes

SKILLS

- Developed level of oral and written communication skills.
- Effective interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.
- Good organisational and time management skills.
- Sound IT skills to support learning and maintain electronic information systems.
- Effectively work as part of a team, as well as independently as and when required under the direction of the teacher.
- Demonstrate ability to adapt activities as directed to ensure they are inclusive.
- Collate and summarise information and data.
- Be proactive in the protection of children in reference to safeguarding procedures and protocols.
- Effectively liaise with both partners and agencies as required
- Support the implementation of effective support strategies.
- Identify triggers of poor behaviour and barriers to learning.
- Maintain accurate and up-to-date records.
- Effective use of ICT to support learning
- Effective classroom management
- Cover supervisor skills to enable appropriate cover in the short term absence of a teacher

ABILITIES

- Demonstrate professional relationships and boundaries with children, young people, parents & carers.
- Ability and willingness to work constructively as part of a team
- Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy and under the direction of the teacher
- Ability to support the organisation of classroom activities e.g. preparing and setting out resources and implementing strategies for T&L.
- Ability to deal with sensitive information in a confidential manner.
- Ability to support and help children and young people to transfer their learning to other parts of their lives.
- Ability to provide a good role model to young pupils.
- Ability to work in partnership with parents and teachers.
- Ability to use own initiative whilst following guidance and processes and work flexibly.
- A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.
- A commitment to work within the framework of the school's equal opportunities policy.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.

PERSONAL QUALITIES

- Good time management and the ability to prioritise tasks effectively.
- A well-developed sense of empathy.
- A good attendance and punctuality record.
- High expectations of self and professional standards.
- The ability to maintain successful working relationships with other colleagues
- A willingness to work outside of the timetabled day, where necessary.
- High levels of drive, energy and integrity.
- Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.
- Build positive and productive relationships with staff members, pupils and parents.
- Consistently promote good behaviour throughout the school.
- Effectively motivate and encourage pupils.
- Work flexibly, attending and contributing towards meetings and training outside of their specified work hours.
- Commit to contributing to the wider school and its community. The flexibility to adapt to changing workload demands and new school challenges
- A commitment to upholding the strong Christian ethos of the school.

OTHER

- Willingness to attend school training sessions.
- Empathy with young people facing barriers to their learning.
- A commitment to helping young pupils achieve, through education and learning.
- An understanding of and a genuine commitment to Equal Opportunities.