

PERSON SPECIFICATION 2023
Teaching Assistant - Level 2
Grade 4

EDUCATION & EXPERIENCE

- Meet all Teaching Assistant Level 2 standards
- Requirement to complete Induction Programme
- Hold Teaching Assistant Level 2 status / NVQ Level 2 Teaching Assistant or equivalent certified qualification or experience or willingness to complete on appointment. Demonstrable levels of numeracy & literacy equivalent to
- NVQ Level 2 or equivalent.
- 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 (either paid or unpaid capacity) preferably in an education setting.
- Hold GCSEs or equivalent qualification in at least English and Maths (A-C)
- Undertake safeguarding checks
- Hold a valid DBS check.
- 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

- Basic awareness of behaviour management strategies.
- General understanding of national curriculum and other basic learning Programmes/techniques (within specified age range/subject area)
- General awareness of inclusion, especially within a school setting
- General knowledge of statutory requirements regarding the education sector and pupil wellbeing.
- General awareness 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.
- Good written and verbal communication skills.
- An ability to motivate self
- General knowledge of child protection and safeguarding procedures.
- Basic awareness of intervention strategies, including those in relation to behaviour and SEND
- Understanding the principles of child development and learning processes

SKILLS

- Good level of oral and written communication skills. Demonstrate good level 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.
- Good IT skills to support learning and maintain electronic information systems.
- Effectively work as part of a team
- Demonstrate ability to support activities as directed to ensure they are inclusive.
- Collate information and data.
- Be proactive in the protection of children in reference to safeguarding procedures and protocols.
- Support poor behaviour and barriers to learning.
- Maintain accurate and up-to-date records as required
- Effective use of ICT to support learning
- Understanding of other basic technology - iPad, laptops, photocopier

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 support the supervision of 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 supporting the teacher.
- 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 follow guidance and processes and work flexibly.
- Ability to deliver services to customers meeting the school's standard for customer care.
- A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.
- A commitment to deliver services with the framework of the school's equal opportunities policy.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Ability to supervise the class effectively in the short-term absence of a teacher.

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.

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