**Person Specification – Teaching Assistant (TA1)**

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|  | **Criteria No.** | **Essential** | **Stage Identified** | **Criteria No.** | **Desirable** | **Stage Identified** |
| **Qualifications** | E1 | NVQ Level 2 or equivalent qualification in relevant discipline OR appropriate experience | AF,C | D1 | Relevant Teaching Assistant Qualification  | AF,C |
|  | E2 | GCSE Grade C or equivalent in Maths and English | AF,C | D2 | First Aid training  | AF,C |
|  | E3 | Willingness to participate in relevant training and development opportunities | AF,I | D3 | Safeguarding training | AF,C |
|  |  |  |  | D4 | Training in Special Needs Education inc ASD | AF,C |
| **Experience & Knowledge** | E4 | Experience of working with children /young people with autism and complex needs | AF,I,R | D5 | Experience of working in a school environment | AF,I,R |
|  | E5 | Effective use of ICT to support learning | AF,I,R | D6 | Experience of resources preparation to support learning programmes | AF,I |
|  | E6 | General understanding of the National Curriculum and other basic learning programmes/techniques (within specified age range/subject area) | AF,I,R | D7 | Knowledge/experience of using TEACCH and PECS | AF,I |
| **Skills** | E7 | Relates well to children and adults, and can build effective working relationships | AF,I,R |  |  |  |
|  | E8 | The ability to manage the behaviour of children with a positive attitude and supportive manner |  |  |  |  |
|  | E9 | Work with children/young people at all levels regardless of specific individual needs | AF,I,R |  |  |  |
|  | E10 | Work effectively within a team environment, understanding classroom roles and responsibilities | AF,I,R |  |  |  |
|  | E11 | Friendly, approachable and professional manner | AF,I,R |  |  |  |
|  | E12 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work | AF,I,R |  |  |  |
|  | E13 | Maintain confidentiality | AF,I |  |  |  |
|  | E14 | Understand the importance of Equal Opportunities and recognise the nature of the diverse school community | AF,I |  |  |  |
|  | E15 | Good communication and listening skills | AF,I,R |  |  |  |
|  | E16 | Good numeracy and literacy skills | AF,I,R |  |  |  |
|  | E17 | Able to improve their own practice through observations, evaluation and discussion with colleagues | AF,I |  |  |  |
| **Special requirements** | E18 | Interest in working with children /young people with learning difficulties and autism to promote their development and educational needs | AF,I |  |  |  |
|  | E19 | Ability to form and maintain appropriate relationships and personal boundaries with children/young people | AF,I |  |  |  |
|  | E20 | Emotional resilience when faced with challenging behaviour | AF,I |  |  |  |
|  | E21 | A commitment to working as part of the whole school team and supporting the vision and aims of the school | AF,I |  |  |  |
|  | E22 | Respect for their social, cultural, linguistic, religious and ethnic backgrounds | AF,I |  |  |  |
| E23 | Ability to liaise sensitively and effectively with parents and carers | AF,I |  |  |  |
|  | E24 | Enhanced Disclosure and check of the Children’s Barred List | D |  |  |  |
| AF | Application Form |
| C | Certificates |
| I | Interview |
| R | References |
| D | DBS disclosure |