Teaching Assistant Grade 3 - Person Specification

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|  | Essential | Desirable |
| **Application** | * Well-structured Durham LA application form and supporting statement indicating suitability for the post. This should include practical examples of successes within a school context (No longer than two sides of A4 please) * Fully supported in reference |  |
| **Qualifications & Experience** | | |
| Education | * A teaching assistant qualification at NVQ Level 3 relevant to the Key Stage or its equivalent or relevant qualifications at NVQ Level 3 in Child Care/Foundation. * Good Numeracy/Literacy skills – GSCE Maths & English (minimum grade C or higher/equivalent) 5 GCSEs including English and Maths. |  |
| Experience | * Experience of delivering group teaching * Meet TA standards or equivalent qualification/experience * A minimum of two years’ experience of working with children (either paid or unpaid in an education setting) | * Recent relevant professional development * Training in specific interventions * Paediatrics First Aid certificate or current First Aid certificate * Teamteach trained * Experience of supporting SEND children 1:1 |
| **Professional Knowledge** | | |
| Safeguarding | * Thorough knowledge and understanding of safeguarding children. |  |
| Teaching,  Learning &  Assessment | * Knowledge and understanding of the National Curriculum * Ability to contribute to planning and curriculum delivery to ensure that they are highly effective practitioners. * Understanding of how to differentiate tasks for pupils needs during an activity. * Understand how to assess a pupils knowledge and record this * Appropriate IT skills to support learning. * Ability to think creatively to deliver learning | * Experience of liaising with SENDCo, parents, external agencies and attending SEND meetings |
| **Professional Skills** | | |
| Ethos | * A holistic approach to the well-being and education of pupils. * The ability to challenge and engage children in their learning through creative opportunities, with high levels of expectations of all learners. |  |
| **Professional Attributes** | | |
| Relationships | * Ability and willingness to work collaboratively and supportively within the school team. * Able to inspire confidence and respect amongst colleagues and the school community. * Builds effective and professional working relationships with parents, staff, Governors and the wider community. * Understanding of behaviour management techniques. |  |
| Attitude | * Is committed to their own professional development. * Is a creative thinker, who strives to embed innovative practice and strategies to improve learning for pupils. * Consistently reflects the highest levels of professionalism as a role model at all times and demonstrates the school’s aims and values at all times. * Effective oral and written communication skills. * Excellent interpersonal skills both in working with young children and other professionals. |  |