

PERSON SPECIFICATION: Teaching Assistant Level 3

Criteria	Essential	Desirable	How Identified
Qualifications and Training	<ul style="list-style-type: none"> Recognised Level 3 Teaching Assistant qualification A – C grade in English and Maths GCSE (or equivalent) 	<ul style="list-style-type: none"> Further professional qualification Evidence of continued professional development 	Application Interview
Knowledge and Experience	<ul style="list-style-type: none"> Experience of working in school with children of primary school age Experience of assessing, recording, monitoring and reporting of children's progress Knowledge and experience of providing effectively for the needs of individuals, (e.g. classroom organisation, learning strategies) Knowledge of statutory curriculum requirements Knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Safeguarding Children Experience of using a range of effective teaching and learning styles 	<ul style="list-style-type: none"> (see essential) 	Application Interview References
Skills and Abilities	<ul style="list-style-type: none"> Ability to engage and motivate children to learn effectively Ability to plan Ability to communicate clearly in a range of contexts and contribute to team meetings Ability to contribute to a stimulating learning environment Ability to use initiative Ability to use ICT skills effectively Ability to ensure confidentiality and professional protocols Ability to engage parents in the learning process 	<ul style="list-style-type: none"> Evidence of innovation Ability to support links between partner schools. Ability to contribute to curriculum development Ability to create and produce inspiring and stimulating pupil displays 	Application Interview References
Personal Qualities	<ul style="list-style-type: none"> Enthusiastic and energetic Team player Aspirational Calm and patient Flexible and professional Punctual and reliable Committed to continuing professional development 	<ul style="list-style-type: none"> Commitment to whole-school development Committed to enhancing provision for children within and beyond the timetable Willingness to participate in the wider life of the school When appropriate, willingness to undergo further training Energised by new and exciting challenges 	Interview References