



South Tyneside Council

CHILDREN, ADULTS AND HEALTH

PERSON SPECIFICATION

POST TITLE: Teaching Assistant - Level 2 (Toner Avenue Primary School)

GRADE: Band 4

| | ESSENTIAL | DESIRABLE | METHOD OF ASSESSMENT |
|-------------------------------------|--|--|---|
| Educational Attainment | <ul style="list-style-type: none"> NVQ 3 in education/ childcare or equivalent (e.g. NNEB) or experience in relevant discipline | <ul style="list-style-type: none"> Evidence of further training/development First Aid qualification | <ul style="list-style-type: none"> Application form Certificates Interview |
| Work Experience | <ul style="list-style-type: none"> Experience in a school environment relevant to the post Experience of working as a teaching assistant Experience of working with or caring for children of relevant age | <ul style="list-style-type: none"> Experience of working with children with Special Needs Experience working with children with disabilities | <ul style="list-style-type: none"> Application form Interview References |
| Knowledge/ Skills/ Aptitudes | <ul style="list-style-type: none"> Effective use of ICT to support learning Use of other technology equipment - PC, video, photocopier etc Understanding of relevant policies/codes of practice and awareness of relevant legislation General understanding of national/foundation stage curriculum and other basic learning programmes/ strategies Basic understanding of child development and learning Able to self-evaluate learning needs and actively seek learning opportunities Good numeracy/literacy skills Training in the relevant learning strategies e.g. literacy | <ul style="list-style-type: none"> German speaking Spanish speaking | <ul style="list-style-type: none"> Interview References |
| Disposition | <ul style="list-style-type: none"> Able to relate well to children and adults | | <ul style="list-style-type: none"> Interview References |

| | | | |
|----------------------|---|--|---|
| | <ul style="list-style-type: none"> • Able to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these • Flexible approach to work Committed to the principals of equality and diversity | | |
| Circumstances | <ul style="list-style-type: none"> • Enhanced clearance from the Disclosure and Barring Service | | <ul style="list-style-type: none"> • DBS check |