**PERSON SPECIFICATION – TEACHING ASSISTANT – LEVEL 2**

**POST NO.**

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| **ESSENTIAL** | **DESIRABLE** |
|  | **Criteria No.** | **ATTRIBUTE** | **Stage Identified** | **Criteria No.** | **ATTRIBUTE** | **Stage Identified** |
| Qualifications and experience | E1 | NVQ Level 2 for Teaching Assistants or Level 3 child care related qualifications | AF/C | D1 | Higher Level Teaching Assistant (HLTA) qualification | AF/C |
|  | E2 | English and Mathematics GCSE (A-C or equivalent) | AF/C | D2 | Qualified / experienced First Aider | AF/C |
| Experience and Knowledge  | E3 | Recent experience of working with children of relevant age in a teaching and learning environment  | AF/I/R | D3 | Experience of working with children with English as an additional language | AF/I/R |
|  | E4 | Understanding of classroom roles and responsibilities | AF/I/R | D4 | Experience of supporting the teaching of phonics using the Read, Write Inc system | AF/I/R |
|  | E5 | Understanding of / experience of working with children with a range of additional needs | AF/I/R |  |  |  |
|  | E6 | Skills and experience re managing behaviour effectively | AF/I/R |  |  |  |
|  | E7 | Understanding of the principles of child development and learning processes | AF/C/I/R |  |  |  |
|  | E8 | Experience of activity / session / lesson planning with a teacher / teachers | AF/I/R |  |  |  |
| Skills | E9 | Ability to communicate both orally and in writing with a range of audiences  | AF/C/I/R | D5 | Ability to use technology to support teaching, learning and assessment within the classroom and remotely | AF/I/R |
|  | E10 | Confidence with English and Maths applied to support teaching and learning of basic skills in line with national curriculum and effective pedagogy | AF/I/R |  |  |  |
|  | E11 | Ability to self-evaluate and seek appropriate learning opportunities  | AF/I/R |  |  |  |
|  | E12 | Ability to work effectively independently and within a team | AF/I/R |  |  |  |
| Personal attributes | E13 | Ability to promote fairness and be an effective role model for pupils | AF/I/R |  |  |  |
|  | E14 | A desire to continuously professionally develop | AF/C/I/R |  |  |  |
| Special requirements | E15 | Suitability to work with children | AF/I/R/D |  |  |  |
|  | E16 | Motivation to work with children | AF/I/R |  |  |  |
|  | E17 | Ability to comply with the Academy’s policies and procedures | AF/I/R |  |  |  |
|  | E18 | Ability to form and maintain appropriate relationships and personal boundaries with children | AF/I/R/D |  |  |  |
|  | E19 | Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.  | AF/I/R |  |  |  |
|  | E20 | The ability to communicate with ease with colleagues, pupils, parents and carers and outside agencies using accurate, spoken English | AF/C/I/R |  |  |  |

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| **Key – Stage identified** |   |
| AF | Application Form |
| C | Certificates |
| T | Tests |
| P | Presentation |
| I | Interview |
| R | References |
| D | Enhanced DBS Disclosure |

Issues arising from references will be taken up at interview; all appointments are subject to satisfactory references